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ABSTRACT

Intended for use by content area teachers who wish to design lesson plans that incorporate reading and study skills strategies, this guide contains ideas for lessons and example lessons for a variety of subject areas. The lesson ideas and plans, developed by participants in a schoolwide staff development program, cover the disciplines of language arts, social studies, home economics, foreign languages, physical education, and mathematics. Each plan lists objectives, materials needed, strategy to be used, evaluation criteria, and comments by teachers who have used the lesson. (FL)

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A READING GUIDE:
Assisting Content Area Teachers

(A collaborative effort of Manhattan High
School and Kansas State University)

Manhattan, Kansas

1983

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A READING GUIDE: ASSISTING CONTENT AREA TEACHERS

Introduction
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Assistant Professor
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Purpose. The purpose of this booklet is to provide ideas for content area teachers who wish to design lessons that incorporate reading/study skills strategies. Another objective of this booklet is to present example lessons to persons responsible for providing staff-development activities or resource ideas to content teachers.

Background Information. Manhattan (Kansas) High School has approximately 1500 students and 100 teachers. The City of Manhattan has an estimated population of 35,000 and the composition of the community is influenced by the presence of Kansas State University and Fort Riley Army Base.

Manhattan High School Reading Program. Manhattan High School employs two full-time reading specialists. The school has attempted during the past several years to develop what Hill (1971) refers to as a "total thrust" reading program. More specifically, the school has components of the reading program that are applicable to all levels of learners. There are remedial reading classes as well as accelerated classes for those wishing to further develop their skills prior to pursuing advanced education beyond high school. Many of the strategies they present in class represent a developmental portion of the reading program for the students. Students are, therefore, exposed to vocabulary building activities, study skills techniques, and strategies intended to facilitate higher comprehension. These types of activities are presented to the students in content area classrooms where they have the opportunity to immediately apply the skills that were taught,

and thus the concern for transfer of learning from a reading class to a content class is minimized.

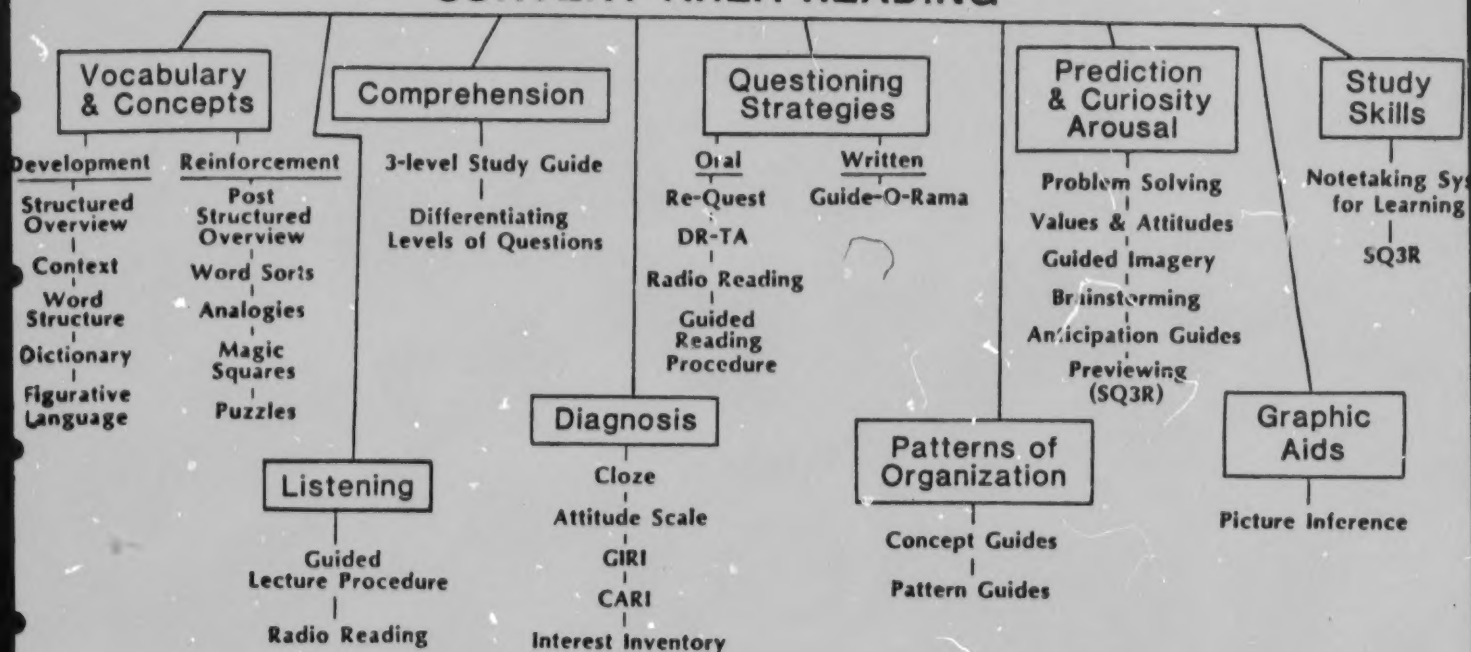
Content Area Reading Staff-Development at Manhattan High School. The content area reading staff-development program at MHS involves close cooperation and linkages between the school system (central administration, building-level administration, reading personnel, and faculty) and Kansas State University. The program has continued in its present form for three years, with a different set of teachers receiving staff-development in this area each year. The general characteristics of the staff-development plan are as follows:

- A. Each participating content teacher commits 3 hours per week for thirty weeks to training and implementation sessions.
 1. The first fifteen weeks are comprised of training by having teachers enroll in a Reading in the Content Areas course taught by Kansas State University at MHS.
 2. The second fifteen weeks represent further training and implementation of strategies learned by the teachers. The second fifteen weeks is referred to as Secondary Reading Practicum.
- B. Each teacher can earn up to six graduate credits in reading from Kansas State University over a year's time and receives, from the district, a stipend large enough to pay for tuition and books.
- C. The University repeats the training cycle each year, upon sufficient demand, in order to involve more faculty.

The first fifteen weeks of content area reading cover many topics (see Figure 1). The main topics are presented in the rectangles in Figure 1 and the strategies involved are listed below each main topic. The overview of content reading is a representative rather than an exhaustive sampling of strategies presented.

Figure 1

CONTENT AREA READING



During the second 15 weeks of the staff-development program (Secondary Reading Practicum), content teachers engage in the following types of activities:

1. Design lesson plans on a regular basis that reflect the use of reading in the content area strategies.
2. Agree to be observed by KSU faculty at least 3 times for input regarding the effectiveness of the strategies employed.
3. Continue to learn new strategies via outside readings and material covered in classes.
4. Collect achievement and attitudinal data regarding student growth.

Representative Lesson Plans. In the section that immediately follows in this guide, representative lesson plans are featured from a variety of disciplines. These were designed and implemented by teachers who have completed the staff-development project. It is hoped that these applications and adaptations of content reading strategies will enable others to think constructively in terms of additional uses of these types of activities that are intended to help students more effectively process textual information.

How Does the Entire MHS Secondary Reading Program Function? In the final section of this guide there is a summary of the progress to date in the content area staff-development program. Also, there is a more thorough description of the other components of the reading program. Finally, there are opinions offered related to the types of cooperation that are needed for this type of program and a discussion of some of the incidental benefits that have resulted from it.

Reference

- Hill, Walter. "Characteristics of Secondary Reading 1940-1970." In Reading: The Right to Participate, Twentieth Yearbook of the National Reading Conference, Frank P. Greene, Ed., Milwaukee, WI: National Reading Conference, 1971. 20-29.

READING STRATEGIES FOR LANGUAGE ARTS



Carol Adams
English Teacher
Manhattan High School

Teacher Carol Adams Grade/Class Advanced Placement Sr. English
Date Feb. 8, 1982 Date to be Presented Feb. 10, 1982

OBJECTIVES(S):

1. Introduce main elements of prosodic study (sound and rhythm).
2. Differentiate among the characteristics of rhythmical patterns.
3. Identify sound elements of poetry.
4. Analyze poetry for prosodic elements.

PROCEDURE: Strategy to be used. Guide-o-Rama

The students receive a copy of the guide-o-rama two days before the discussion is held due to the length of the chapter assigned. When they receive the guide-o-rama, a short presentation explains how they use it to aid their reading and notetaking. The class then reviews and discusses Chapter 14 with examples of rhythmical patterns and prosodic elements coming from a work unit on poetry the students received earlier.

MATERIALS NEEDED:

Chapter 14 of Thinking and Writing about Literature
Copy of guide-o-rama for each student
Copy of poetry handout containing examples for each student

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

The teacher will evaluate by looking for:

1. Caliber of discussion; thoroughness of student response.
2. Student ability to identify elements of sound and rhythm.
3. Pre and post tests for the prosodic elements.

COMMENTS: (After the presentation)

The guide-o-rama worked extremely well to organize the content of a chapter which contained a great deal of relevant/pertinent information. The guide-o-rama followed by a poetry scansion exercise where students applied information discussed in the chapter and class provided them with an excellent introduction into poetry analysis. This activity worked much better than the fifth hour class who had to complete SQ3R on the chapter and who had a greater difficulty covering the material. I enjoyed using it and the kids felt it capsulized and emphasized the most important ideas.

- p. 174. Read the opening paragraphs thoroughly paying attention to the definition of prosody as well as the purpose and form of prosodic study.
- a. Define prosody-
 - b. Two major categories to be considered in prosodic analysis are:
- p. 174. Read the opening paragraphs on rhythm carefully. Take note of the two types of rhythm mentioned here. They'll be discussed in greater detail in the next pages.
- pp. 175-176. After reading about cadence groups, be prepared to answer the following:
- a. What are cadence groups?
 - b. How do cadence groups form rhythmical patterns?
 - c. Where do cadence groups usually appear?
 - d. Explain the difference between free verse and traditional verse.
- pp. 176-180. While reading about metrical feet, be sure to distinguish its differences from cadence groups. Be sure to answer the following:
- a. Explain the difference between heavily stressed and lightly stressed syllables. Provide an example of each.
 - b. Define these terms:
 1. feet-
 2. scansion-
 - c. List the steps necessary to follow when preparing to mark a poem for metrical pattern.
 - 1.
 - 2.
 - d. Define and identify the major characteristics of the following types of two-syllable feet:
 1. Iamb
 2. Trochee

Read closely the discussion of trochee and iamb on p. 178. Include this information in your identification of characteristics. Be prepared to distinguish between masculine and feminine patterns.

3. Pyrrhic

4. Spondee

e. Define and identify the major characteristics of the three-syllable foot measures:

1. Anapest

2. Dactyl

f. Explain the imperfect foot.

p. 180. Take note of the uncommon meters, but because they aren't as prevalent as the previous ones, simply read through them in order to discuss them in class.

p. 181. Read the information concerning the caesura very carefully. Be prepared to explain what it is and how it is used.

pp. 182-183. Take note of the bold heading "Emphasis by Formal Substitution." This and the subsequent headings "Emphasis by Rhetorical Variation" and "Emphasis by Rhythmical Tension" examine alternative metrical patterns from those discussed earlier. Read carefully and be able to identify the characteristics and purposes of these alternatives.

p. 184. The second category of prosodic analysis is introduced here. Read carefully and be prepared to discuss the element of sound in prosodic analysis.

p. 185. Scan the text's description of vowel sounds and simply note the types of letter combinations mentioned.

p. 186. Scan the text's brief description of semivowel sounds. We'll discuss this in class.

p. 186. After carefully reading the paragraph on consonant sounds, be able to explain how consonants are used to emphasize or create effect depending on whether they are voiced or voiceless.

p. 186. Skim the material on spelling and sound. It explains some variations which are interesting but not necessarily important.

pp. 187-190. On these pages, several poetic devices are explained through definition and example. Use the space below to define these devices.

- a. Assonance-
- b. Alliteration-
- c. Onomatopoeia-
- d. Rhyme-

Be sure to distinguish between masculine and feminine rhyme. Explain it.

pp. 190-192. These last few pages provide a discussion of the theme analyzing prosody. Read these pages carefully taking note of the elements to be included in the introduction, body and conclusion. The most important information appears on pp. 191-192. The "Hints on Procedure" are worth reading twice before class discussion.

Teacher Carol Adams Grade/Class Advanced Placement Sr. EnglishDate Feb. 23, 1982 Date to be Presented Feb. 23-Feb. 25, 1982OBJECTIVE(S):

1. Review organization of poetry terminology.
2. Organize poetry terminology.
(I wanted student to be able to take the vast amounts of terminology and information and put it into an organized perspective regarding poetry analysis.)

PROCEDURE: Strategy to be used. Structured Overview

Students spent three weeks reviewing poetic terminology and examples of such. The more time we spent discussing the elements of poetry, the more bewildered the students became as to how to organize this information. As part of the review, second hour students were asked, spontaneously to attempt to organize the poetic terminology. Then the structured overview was presented and discussed. The students copied it into their notes and the next day were asked to reproduce that overview. It not only organized the terms and ideas for them but gave them an opportunity to review the material carefully before writing a poetic analysis.

MATERIALS NEEDED:

Overhead Projector
Transparencies of structured overview
Students need pen, paper for notetaking

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

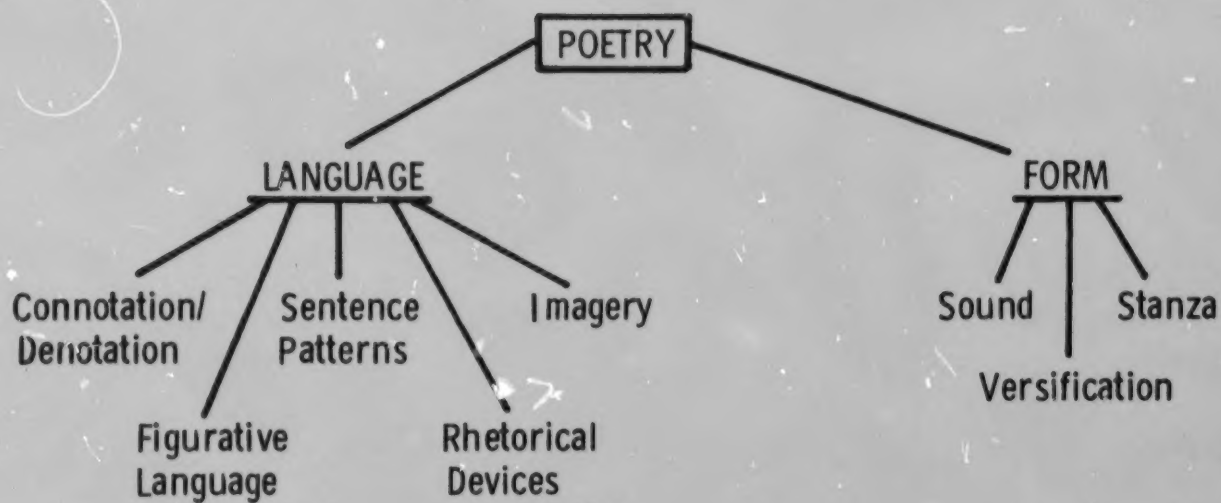
Teacher will evaluate by looking for:

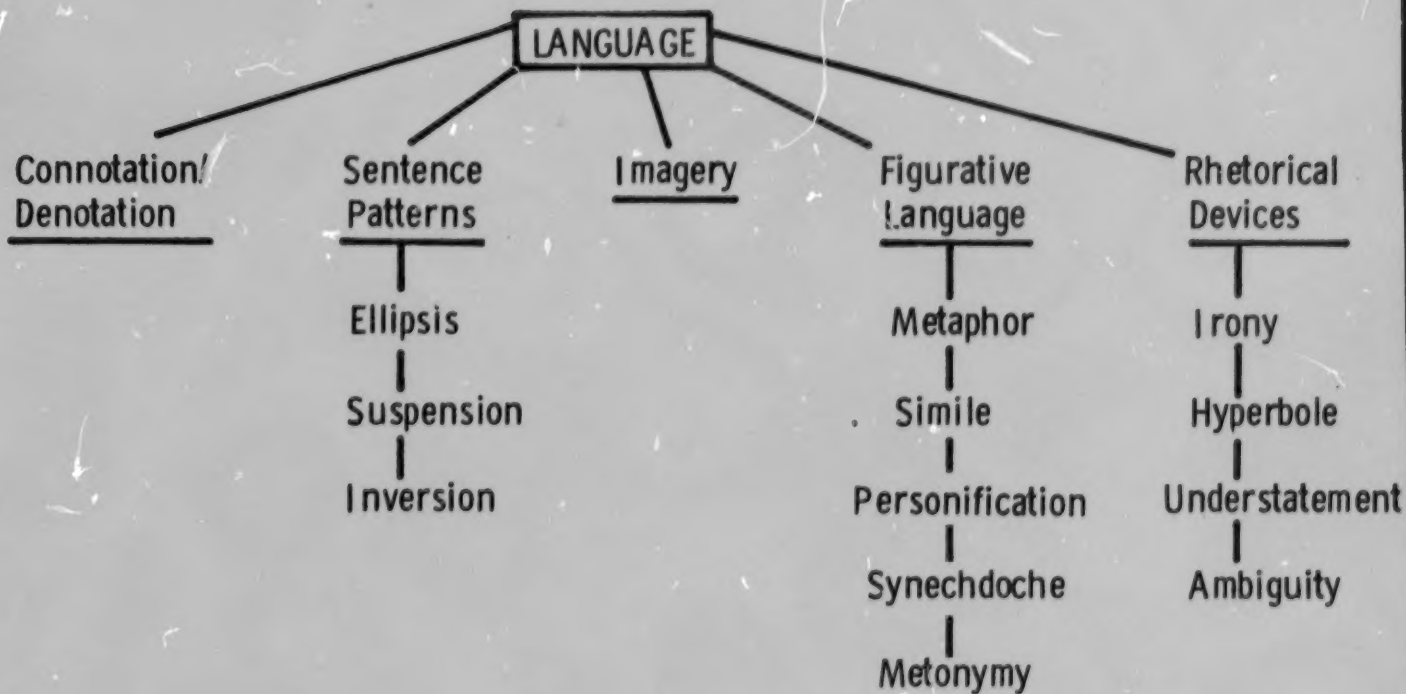
1. 90% correct reproduction of overview, given the two main divisions of poetic language.
2. Identification of terminology to be later applied in a written poetic analysis.

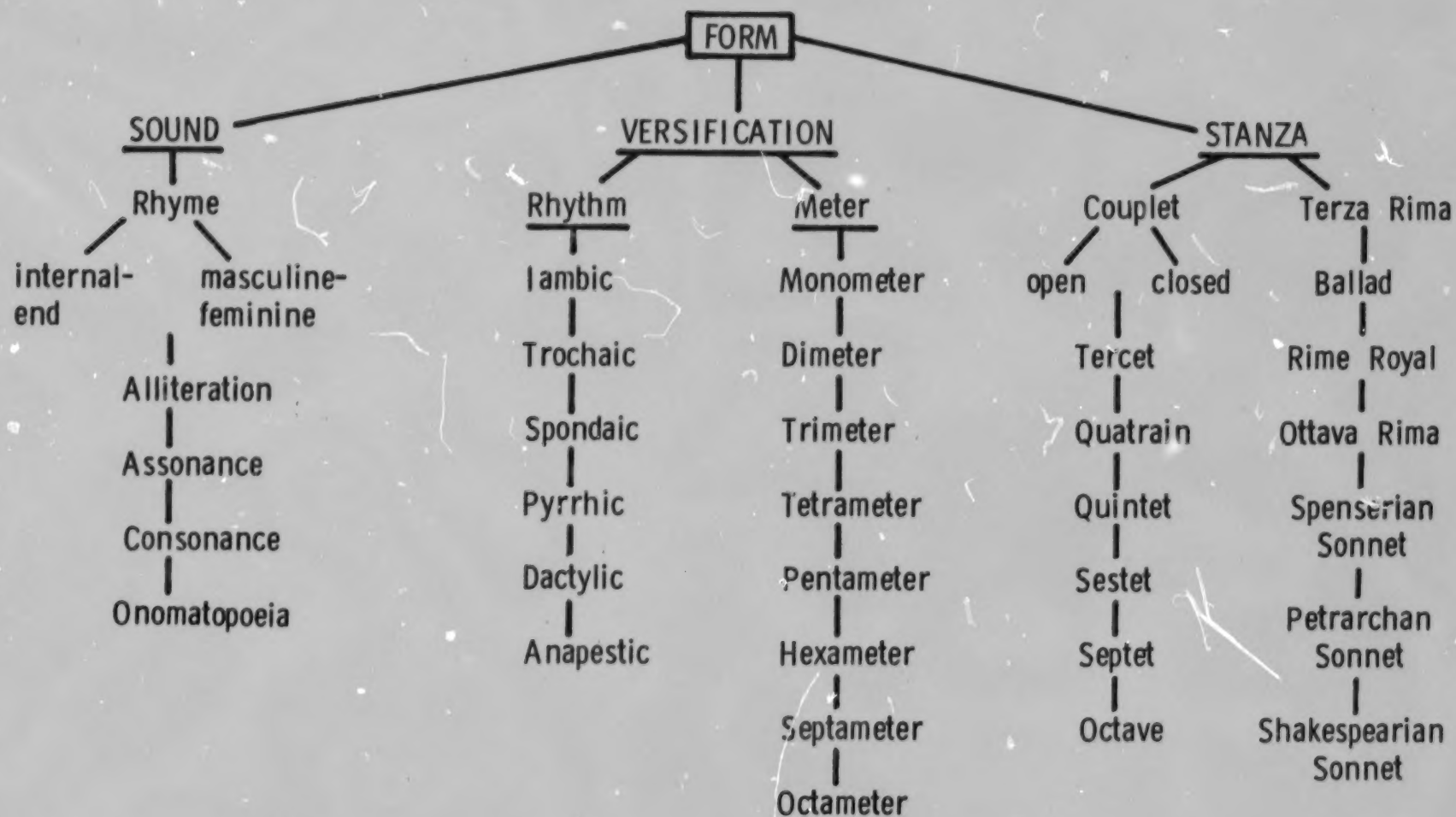
COMMENTS: (After the presentation)

This overview worked superbly to organize a unit which was extremely difficult to organize due to the technical terminology and relationship of ideas. Students seemed to grasp the structure of poetic terminology easily and class discussion centered on examples of the terms. Fifth hour, on the other hand, struggled while they tried to outline the terms. They never really grasped the relationships/ideas of the terms. Class discussion focused predominantly on categorizing the terms rather than giving examples and clarifying the terms. Second hour also seemed to be more attentive to the overheads and listened to the presentation. Fifth hour seemed flighty

and much more difficult to attend to the lesson. I was extremely pleased with the overview and felt it was an excellent way to summarize a unit which was filled with technical information and relationships.







Teacher Carol Adams Grade/Class Introduction to Film
Date Feb. 8, 1982 Date to be Presented Jan. 26, 1982

OBJECTIVE(S):

1. To introduce the concept of film language.
2. Identify three types of film language.
3. Distinguish among the characteristics of visual, motion, and sound language.

PROCEDURE: Strategy to be used. Structured Overview

The structured overview of film language will be introduced at the beginning of the Language of Film unit. Students will independently read chapters 5, 6, and 7 which correspond respectively to the visual, motion, and sound language discussions. After the reading of each chapter and participating in class discussions and demonstrations, students will work in small groups to complete a structured overview of the film terms and ideas presented in each chapter. After the groups have completed a chapter overview, the class will discuss it and provide corrections where necessary. Sample overviews will be displayed so students can select a form which will complement their notetaking styles.

MATERIALS NEEDED:

Chapters 5, 6, 7 of Exploring the Film
transparencies of structured overview

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

The teacher will evaluate by looking for:

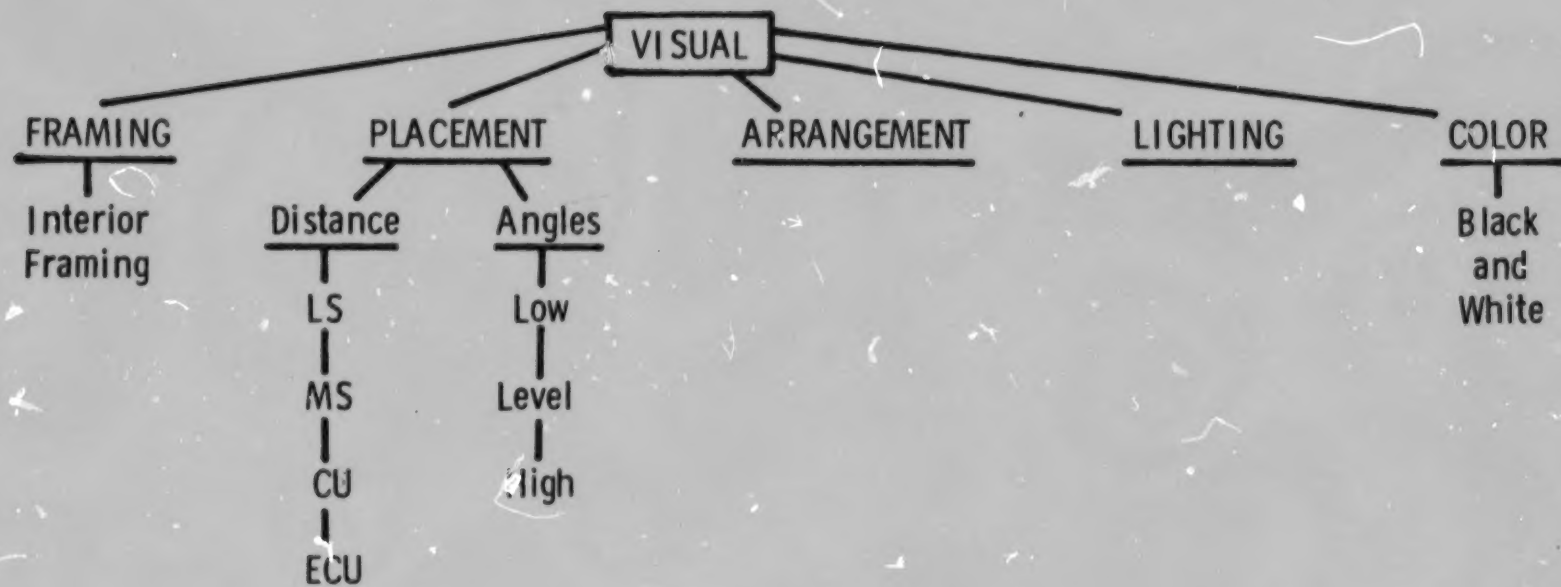
1. Student recognition of categories and characteristics.
2. Student performance on language of film test.
3. Student analysis of film language in a written essay after viewing the film Occurrence at Owl Creek Bridge.

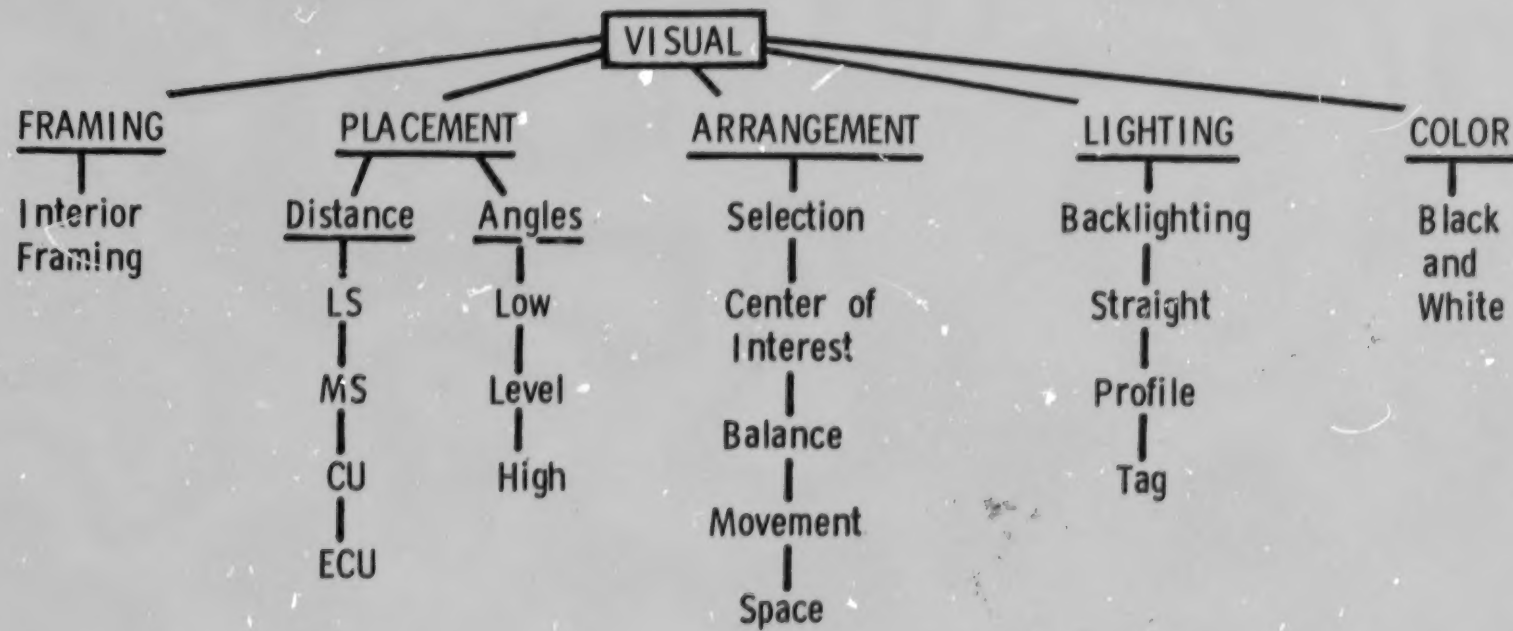
COMMENTS: (After the presentation)

Students appeared enthusiastic about the overview; some even copied it into their notes during the discussion. Interest in the categories waned somewhat when students realized they had to view a film and identify the elements of film language used in the film. Many, however, felt the overviews clearly showed the relationship among the three kinds of language as well as categorizing the sub-categories for each. Students appreciated the visual presentation of concepts and terminology introduced in their reading material. I felt it was extremely relevant and visually helped me introduce and follow through with this difficult unit.

The words and ideas listed below have been presented in your reading of Chapter 5, "Visual Language", through class discussions of visual language, through a class presentation on lighting styles, and through the film Discovering Art in Composition. Your assignment, then, is to create a structured overview which shows the relationship among these terms and ideas. Remember that your heading will be Visual Language and all other film elements will stem from this one heading. Keep in mind the previous overviews we have completed in class.

center of interest	arrangement	profile	ECU
CU	straight	MS	Balance
framing	I.S	space	high
low	level	tag	interior framing
lighting	distance	angles	backlighting
color	selection	movement	black and white





Teacher Carol Adams Grade/Class Advanced Placement Senior EnglishDate April 19, 1982 Date to be Presented April 22-27, 1982OBJECTIVES(S):

1. To provide factual, inferential, and thematic statements for students' consideration while reading "Noon Wine".
2. Assess student's comprehension of reading material and ability to draw conclusions pertaining to the novella style and structure.
3. Review the reading material and discuss stylistic and thematic issues relating to the novella.

PROCEDURE: Strategy to be used. Three level study guide.

Before beginning the reading of "Noon Wine", students completed a pre-test on Katherine Ann Porter and her novella style. The students were then given copies of the novella and two days in which to read the work and complete the study guide. On the third day, students were divided into small groups where they discussed their study guides and tried to reach consensus on issues about which they were undecided or issues they questioned. They responded to all three parts of the study guide before participating in the large class discussion. As a class, we then went back and examined areas of discrepancy in section I and discussed at great length the inferences in section II. Before discussing the thematic issues in section III, students spent some time merely discussing the novella style initiated in the section II statements.

MATERIALS NEEDED:

Copies of "Noon Wine" for all students
Copies of the three level study guide for all students

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. Post test scores of at least 85%
2. Caliber of discussion as a result of the statements on the study guide.
3. Students' ability to draw appropriate conclusions from the reading and identify the logic of those conclusions in the exam and the essay.

COMMENTS: (After the presentation)

Once again, I am pleased with the success of this study guide approach to literature. The class who had access to the study guide stayed on task much better than the class who discussed the novella in a more traditional question/answer method. The discussion seemed to be limited, however, to the statements on the paper and the second hour students seemed to hesitate to bring up issues not mentioned in the study guide. Fifth hour, on the other hand, moved immediately into inferential-type questions and issues without

showing any need to discuss any factual recall issues. Second hour students seemed to grasp inferential issues more concretely than did fifth hour students. The most important observation still remains that the students who used the study guide were much more attentive throughout the class discussion than students who did not have study guides.

Part I. In the first space, check those statements which are supportable facts or ideas about the novella. In the second space, write the page number where support is evidenced in the text.

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Mr. Helton worked previously in the wheatfields of North Dakota. |
| _____ | _____ | 2. Mr. Thompson disliked paying wages to his hired men at the same time he provided them room and board. |
| _____ | _____ | 3. Mr. Thompson knew that Olaf Helton was an Irishman. |
| _____ | _____ | 4. Helton impressed Mrs. Thompson with his careful completion of work in the milk house. |
| _____ | _____ | 5. The harmonicas were Helton's most precious possessions. |
| _____ | _____ | 6. Various tunes are played on the harmonicas to the enjoyment of Herbert and Arthur. |
| _____ | _____ | 7. Time passes through narrative discourse rather than dramatic action. |
| _____ | _____ | 8. Mr. and Mrs. Thompson demanded of their sons respect for Mr. Helton by expecting them not to mock his Scandinavian accent. |
| _____ | _____ | 9. Mr. Thompson referred to his sons as heathens when they misbehaved at the supper table. |
| _____ | _____ | 10. The thing which disturbed Mrs. Thompson most about Olaf was his atheistic point of view. |
| _____ | _____ | 11. Mr. Thompson believed that dairy and poultry work were unmanly tasks. |
| _____ | _____ | 12. He expected his wife to be strong and assume responsibility for work in the farmyard so he could work at manly chores in the fields. |
| _____ | _____ | 13. The Thompson enterprise flourished under Helton's diligent work and slowly showed a margin of profit. |
| _____ | _____ | 14. Mr. Helton's selective manner in working (i.e., saving pig scraps for sausage, picking up corn off the ground, decorating butter to sell, ...) increased his value to Thompson, who gave him a raise. |
| _____ | _____ | 15. The most disturbing occurrence in Mrs. Thompson's relationship with Helton occurred when she saw him reprimanding her sons for stealing. |
| _____ | _____ | 16. Mrs. Thompson's poor health prevented her from being the strong woman Thompson had really wanted in a marriage. |
| _____ | _____ | 17. Mr. Thompson volunteered to punish Herbert and Arthur because Ellie's hand for punishment wasn't firm enough. |
| _____ | _____ | 18. Although the boys called Helton names, they meant no disrespect as they were good, solid boys with good intentions. |
| _____ | _____ | 19. Helton suffered from mysterious handicaps which the Thompsons couldn't identify. |
| _____ | _____ | 20. Homer T. Hatch tracked Helton from North Dakota to Thompson's Texas farm. |
| _____ | _____ | 21. Hatch's small talk serves no purpose but to kill time or to get to know Thompson better before discussing Helton. |
| _____ | _____ | 22. Hatch tells Thompson the lyrics to the harmonica tune are really words to a drinking song about drinking all one's liquor before noon after having enjoyed a good morning. |
| _____ | _____ | 23. Helton would become violent in the asylum whenever anyone would try to make him talk so the attendants wrapped him in a cold sheet. |

24. Thompson commends Helton for his hard work and strict life-style inferring that anyone who perceived Helton is crazy may very well be crazy himself.
25. Helton killed his wife during a marital argument and ended up at the asylum by pleading insanity to murder charges.
26. Thompson wanted to keep Hatch's arrival at the farm a secret from Ellie and Helton, at least for awhile.
27. Hatch insists upon being right about the quality of tobacco.
28. Once the tale unfolds of Helton's lunacy, Thompson considers the possibility of murdering Hatch.
29. Hatch falls on the ax and dies.
30. Helton is knifed by Hatch in the scuffle.
31. Thompson tries to justify Helton's attempt on his brother's life by saying something drove Helton crazy.
32. Thompson decides not to chew any more tobacco nor to offer Hatch a cold beer so he would leave.
33. Hatch justifies his search for Helton by saying that he upholds the law and doesn't like to see lawbreakers and lunatics on the loose.
34. Helton revealed his identity when he wrote to his mother sending her money.
35. Thompson decides to let Hatch continue to talk feeling all the time that Hatch is collecting blood money and that something is going to happen.
36. After hearing Hatch's plan to handcuff Helton and take him back to the asylum, Thompson refuses to accept Helton's lunacy and orders Hatch off his land.
37. Thompson murders Hatch with the ax.
38. Mrs. Thompson witnesses the murder.
39. No dramatic action is used to reveal any details of the trial.
40. The Thompsons travel from one neighbor to the next explaining the real facts of Hatch's death.
41. Thompson tells his neighbors to trust his wife as a witness, since she would never lie.
42. Mrs. Thompson secretly accuses her husband of murdering Hatch and ruining her boys' lives.
43. Helton is shot by the sheriff and his men.
44. Thompson perjures himself in denying that Hatch spoke to him of Helton's lunacy.
45. The neighbors did not believe that Thompson killed Hatch.
46. Some neighbors questioned why Thompson even bothered to explain the event to them.
47. Ellie's health deteriorated more rapidly and she suffered fainting spells in the night.
48. Thompson saw Hatch's coming to the farm as persecution of an innocent man who had never harmed the family.
49. When Ellie has her fainting spell in the night, Thompson leaves her in the care of her sons to fetch a doctor.
50. Thompson confesses his innocence in a suicide note and then kills himself.

Part II. Check those statements below which are correct assumptions or inferences one can make based on reading the novella.

- ☐ 1. Thompson took advantage of Olaf through his poor wages, thus treating him no better than a slave.
- ☐ 2. Olaf Helton acts like a fugitive of the law.
- ☐ 3. Mr. Thompson scrutinized Helton's work carefully and experienced mixed feelings concerning Helton's picayunish ways.
- ☐ 4. Helton seemed an unusual man not only in his health, but in his behavior and beliefs.
- ☐ 5. The Thompsons were disturbed by Helton's choosing to play only one song on the harmonica.
- ☐ 6. Mrs. Thompson represents an overprotective mother.
- ☐ 7. Mr. Thompson becomes uneasy when Hatch begins discussing Helton's time in the asylum.
- ☐ 8. Evidence existed, prior to Hatch's arrival, that convinced Mr. Thompson of Helton's lunacy.
- ☐ 9. Thompson felt only respect for Helton even though he abused Helton's talent for running a well organized farm operation.
- ☐ 10. Thompson exhibits sympathy for Helton, but still doesn't believe that Helton is harmful and shows resentment at Hatch's insinuations that Helton is harmful.
- ☐ 11. Hatch enjoys his work of tracking down escaped lunatics.
- ☐ 12. Hatch misleads Helton's mother into believing that he will find her son and bring back news of him when he simply plans to track Helton and return to the asylum.
- ☐ 13. Thompson attempts to clear his conscience by retelling the murder story to his neighbors.
- ☐ 14. Mrs. Thompson regrets what has happened to Helton and misses his presence and harmonica playing.
- ☐ 15. Thompson is representative of men who exploit the talents of others.
- ☐ 16. Mr. Thompson takes a conscienceless advantage of Helton but Helton is perfectly happy so long as he can spend his few off hours playing the same tune over and over on his harmonica.
- ☐ 17. Helton's harmonicas are his link to the past, his security in a new job.
- ☐ 18. Thompson is acquitted by his wife's perjured testimony.
- ☐ 19. Homer T. Hatch is an embodiment of human malice.
- ☐ 20. It is possible that Hatch is himself a lunatic or a symbol of the perversity of human nature.
- ☐ 21. Thompson kills Hatch in self-defense because in threatening Helton, Hatch was really threatening Thompson.
- ☐ 22. The novella maintains a sinister mood with its economy of detail and its unrelieved grimness.
- ☐ 23. Most of Helton's nine years of work at the Thompson farm are covered by narrative transition to show passage of time.
- ☐ 24. One third of the novella covers the Hatch scene including the murder.
- ☐ 25. This novella embodies condensing of detail and storytelling via recollection rather than dramatization.
- ☐ 26. Porter gives a sense of the passage of time without the drama of extended action thus creating the novella style.
- ☐ 27. Thompson, as a character, is concerned mainly with a change in his material condition, with the events of his life pointing to catastrophe rather than change.

- ___ 28. Thompson suffers from fraudulent masculinity and appears to have been "dead" throughout the novella.
- ___ 29. The structure of Noon Wine points to a revelation of ideas rather than a resolution of conflict.

Part III. Check those statements which represent themes in Porter's novella. In the spaces provided, you may add statements of your own.

- ___ 1. There is existence, in past and present, of an evil an almost ungraspable human malignity, that may well be fated to triumph over life itself.
- ___ 2. Harmonica players do not make trusted employees.
- ___ 3. Drinking the noon wine increases the enjoyment of good living.
- ___ 4. Evil lurks in many forms and overpowers the innocent.
- ___ 5. Man must face the truth independently of others and accept his responsibility in the determination of that truth.
- ___ 6. Man has the power to destroy others through his own lunacy and inability to accept the change in others.
- ___ 7.
- ___ 8.
- ___ 9.

Teacher Carol Adams Grade/Class Intro. to Film
Date Feb. 15, 1982 Date to be Presented Feb. 16, 1982

OBJECTIVE(S):

1. Clarify characteristics of documentary films.
2. Organize supporting ideas for these characteristics.
3. Distinguish between documentary and fiction films.

PROCEDURE: Strategy to be used. Concept Guide.

Students receive a copy of the concept guide after some readiness discussion of documentaries concerning student's reaction to and familiarity with documentaries. Over a two day period of time, students see both documentary films. Following the viewing of both films, students complete parts I and III of the guide; part I individually; parts II and III in small groups. As a class, we then discuss issues not checked in part I and how these items support the concepts in part II.

MATERIALS NEEDED:

Copies of the concept guide for the class.
Two documentary films - in this case, Night and Fog and Leo Beuerman

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

Teacher will evaluate by looking for:

1. Caliber of student discussion.
2. Ability of students to recognize the quality of a documentary which differ from other film types (at least a 70% on quiz).
3. Depth of discussion of these characteristics in an essay.

COMMENTS: (After the presentation)

These students readily grasped the intent of Part I and openly participated in a discussion of comments they didn't check. Their reasons showed some thought and recall of specific issues in the film. They had some trouble transferring examples from Part I into Part II. In several cases the statements they chose could have been placed in more than one category, but we then discussed each statement more carefully. I could see that this approach provided some clear thinking from students who normally don't practice this act. Students readily participated in the class discussions recognizing factual elements from Part I which supported the concepts in Part II. They spent all of their group time and class time on task!

Documentaries: A Concept Guide

Name _____

1. Check each of the statements below you think is true based on what you have seen in the films Night and Fog and Leo Beuerman.

- ___ 1. Jews were herded into train cars and transported to concentration camps.
- ___ 2. German commandants and kapos denied having any responsibility for what happened in the camps.
- ___ 3. The Germans, at first, had a difficult time disposing of the bodies by burning them on a pyre, so the gas houses were built.
- ___ 4. Thousands upon thousands of lives were destroyed in these camps.
- ___ 5. The Germans killed only German Jews.
- ___ 6. Today, little sign exists of the horrors of the camps.
- ___ 7. The film warns of the "new executioners" who may emerge.
- ___ 8. The Allied forces were unaware of the horror in the camps until they were permitted to enter them.
- ___ 9. The concentration camps became as productive as little villages.
- ___ 10. The deportees were beaten and then burned.
- ___ 11. The heaps of dead bodies and mountains of human hair cinematically testify to the immensity of the crime.
- ___ 12. No part of the human body was wasted; the skin was used for writing parchment and the bones for manure.
- ___ 13. Night and Fog chronologically depicts Hitler's dictatorial machine and concentration camps he established in the early 1930's to 1945.
- ___ 14. Jews were permitted to form groups to decide camp policies.
- ___ 15. The color scenes edited with the black and white scenes lend a sense of unreality to the crimes.
- ___ 16. The Jews knew what would happen to them when they went to the camps.
- ___ 17. Leo Beuerman was handicapped from birth.
- ___ 18. Cinematically the camera shows the train, the field of cattle, and the snake from Leo's perspective.
- ___ 19. Leo proved himself to be self-sufficient.
- ___ 20. Leo was able to tailor clothing for a living.
- ___ 21. Leo's handicap almost made him appear grotesque.
- ___ 22. Leo was extremely well educated.
- ___ 23. Lawrence, Kansas, citizens gave Leo a special parking place.
- ___ 24. Leo's days were filled with his work and prayer.
- ___ 25. A productive business was something Leo had always wanted.
- ___ 26. Leo's special cart and tractor indicate his ability to work with mechanical equipment.
- ___ 27. The story of Leo Beuerman sheds positive ideas about the capabilities of the handicapped.
- ___ 28. Leo was deaf and blind after the accident.
- ___ 29. Leo's success achieved with difficulty and pain can make some less productive people feel embarrassed.
- ___ 30. Leo's death wasn't noted by any friends because nobody knew him.

- II. Place the number of each statement you checked in the space next to the concept, idea, about documentaries that it supports. Be careful; some statements work best supporting one concept over another.

Concept

Supporting
Ideas

1. Documentaries are not popular because they deal with controversial subjects and controversy doesn't sell.
2. Documentaries depend on real life for their sense of drama.
3. Documentaries try to depict reality in an honest, truthful way.
4. Documentaries are meant to be taken seriously.

- III. Check the statements below which you believe best represent themes presented in these documentaries. You may add themes not listed.

- ☐ 1. Man's inhumanity to man, if left unchecked, can resume its power.
- ☐ 2. The run down concentration camps stand today as a reminder and perhaps a warning.
- ☐ 3. History repeats itself.
- ☐ 4. Man must constantly be aware of the threat of the new executioners.
- ☐ 5. A handicap is sometimes just a state of mind.
- ☐ 6. People can learn how strong they are if they must work to overcome difficulty.
- ☐ 7. Handicapped people are helpless and dependent.
- ☐ 8. Success is attainable through effort and perseverance.
- ☐ 9. If one has faith and endurance, he/she can conquer adversity.
- ☐ 10.
- ☐ 11.
- ☐ 12.

READING STRATEGIES FOR SOCIAL STUDIES



Teacher Mickey Bogart Grade/Class World HistoryDate April 6, 1981 Date to be Presented April 13, April 14, 1981OBJECTIVE(S):

Students will understand the complexity of interests in the Balkans and why it was called a "Powder Keg".

Students will be able to discuss the advantages and disadvantages each side had in World War I.

Students will be able to list 5 reasons why the U.S. entered World War I.

PROCEDURE: Strategy to be used: 3 Level Study Guide

- | | |
|-----|---|
| 1st | 1. Students will survey the pages to be read with the teacher (SQ3R technique) |
| day | 2. Key terms listed on the board will be pronounced to direct students' reading. |
| | 3. A Reading Guide will be handed out and a period of study time given to complete it individually. |
| 2nd | 4. Class will divide into small groups of 4 to compare and discuss statements noting any over which there is controversy. |
| Day | 5. Total class discussion of controversial statements or key points. |
| | 6. Final summarization by returning to list on board. |

MATERIALS NEEDED:

Reading Guide

Text: Men and Nations

Blackboard

Wall map of Europe - World War I

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

If students can participate in small group discussions and total class discussion, this strategy will be successful.

If students can list reasons for U.S. entry into the war and discuss the beginnings of World War I in the Balkans, it will have been successful.

Students should be able to identify key terms on a quiz or test.

COMMENTS: (After the presentation)

Students participated fully in the discussion groups and responded well to the additional distraction of the class being video taped by media personnel from KSU. The class discussion centered on the complexities of issues in the Balkans and the idea of war of attrition. The summarizing was a review of the U.S. entry into World War I. Again, my role was one of clarifier, and facilitator, as students did the group discussions.

After reading the pages listed above look at each statement. Decide if the statement is supportable based on what you read; if it is supportable place an x in the first blank. On the second blank for each statement write the page number where information influencing your decision is found.

- ___ 1. The event which caused World War I was of vital concern to every major power in Europe.
- ___ 2. When Archduke Franz Ferdinand was assassinated in 1914 in Sarajevo, the Balkans lived up to its reputation as the "powder keg of Europe."
- ___ 3. Propaganda is systematic efforts to influence public opinion.
- ___ 4. Rivalry between Austrians and Serbs stemmed from who would control Bosnia and Herzegovina.
- ___ 5. Russia's interest in the Balkans was due to its policy of Pan-Slavism.
- ___ 6. The Berlin-to-Baghdad Railroad was proposed by the Congress of Berlin to relieve traffic on the Mediterranean-Red Sea life line of the British.
- ___ 7. Germany's action in the Balkans complicated an already confused situation.
- ___ 8. Evidence shows that the Serbian government officials were secretly involved in the assassination of Archduke Ferdinand at Sarajevo.
- ___ 9. Ferdinand was assassinated because he favored a triple monarchy involving Austria, Hungary, and Serbia.
- ___ 10. An ultimatum is the best way to make a final stand on an issue in order to resolve it.
- ___ 11. The terms of the ultimatum issued to Serbia were terms they could have put into effect given enough time.
- ___ 12. Mobilization means sending troops to attack an enemy.
- ___ 13. Once Austria declared war on Serbia, a total European war was inevitable.
- ___ 14. Belligerents are warring nations.
- ___ 15. Belgium played a strategic role in the outbreak of World War I because Germany wanted to avoid a two front war.
- ___ 16. Japan had territorial goals in the Pacific and seized the golden opportunity to declare war on Britain.
- ___ 17. The Italian government did not honor its obligation to help Austria and Germany as a member of the Triple Alliance.
- ___ 18. Each side in World War I expected to win a quick victory.
- ___ 19. The main Central Powers were Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire.
- ___ 20. The main Allied Powers were Britain, Russia, and France.
- ___ 21. When all the advantages and disadvantages are weighed, the Central Powers had more advantages and should have won the war.
- ___ 22. World War I was a new kind of war made possible by industrialization.
- ___ 23. Trench warfare was developed as a result of the use of the machine gun.
- ___ 24. Many of the innovations in weapons and fighting methods were ineffectual.
- ___ 25. German U-boats and poison gas did serious damage to the Allies.
- ___ 26. Two major changes brought about by World War I were the decreased dependence on professional soldiers and increased use of propaganda.

- 27. The Battle of the Marne brought Germany its first victory on the Western Front and left them free to battle Russia on the Eastern Front.
- 28. Russia's greatest weakness was lack of equipment.
- 29. The Battle of Gallipoli was a major Allied victory.
- 30. The Allied blockade of Germany was set up to keep raw materials for war equipment from reaching Germany.
- 31. The Battle of Jutland in May 1916 could be considered an Allied victory.
- 32. The real cost of World War I was the stalemate.
- 33. Germany used the war of attrition to bleed off French manpower at Verdun.
- 34. The Armistice line in 1918 followed the Marne River from Switzerland to the border of the Netherlands.
- 35. The line of farthest advance by the Central Powers on the Eastern Front came to within 300 miles of Moscow.
- 36. The U.S. remained neutral because it considered the war to be a European affair.
- 37. The U.S. was eventually drawn into the war for economic reasons.
- 38. It was British propaganda that successfully convinced the U.S. to enter the war.
- 39. The Zimmerman Telegram was the main cause of the U.S. entry into the war.
- 40. The resumption of unrestricted submarine warfare by Germany was the main cause of the U.S. entry into the war.
- 41. The U.S. entered the war to "make the world safe for democracy," in 1917.
- 42. The significance of U.S. entry into the war was that the war was one of attrition.
- 43. War is a series of catastrophes which result in victory.

Sample Lesson Plan
Reading in the Content Areas Practicum

Teacher Mickey Bogart Grade/Class World History
Date Feb. 1 Date to be Presented Feb. 3-4, 1982

OBJECTIVE(S):

Students will understand the relationships of the social system of the Old Regime in Revolutionary France.

PROCEDURE: Strategy to be used: Post Structured Overview

1. Students will read p. 401-406 in text - assigned the previous day.
2. Students will view a 12 minute filmstrip, The Bastille, which presents the underlying causes of the Revolution.
3. Students will work in small groups (4-5) to categorize the terms and construct a chart or diagram showing the social system relationships.
4. General class discussion will lead to constructing a "Consensus" chart or diagram showing the relationships of the Social System in pre-revolutionary France.

MATERIALS NEEDED:

1. Text - Men and Nations
2. Ditto - Handout of Terms
3. Filmstrip - Learning Corporation - Bastille

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

- a. Students will demonstrate their understanding of the social system of the Old Regime by participating and contributing to the group activity constructing the chart/diagram.
- b. Each student will have his own individual copy of a chart/diagram showing the social relationships.

COMMENTS: (After the presentation)

Students participated fully with groups. Some groups even came up with further (and I think better) delineation by indicating they had gone beyond the general understanding I had hoped for. Response when we put these charts on the board and discussed was excellent. I just stood back and let the class do the discussion--interjecting comments only to clarify and be sure all viewpoints were heard.

World History

Reading: Pages 401-406 Name _____ Hour _____

To arrive at an understanding of the French Revolution it is necessary to understand the Old Regime. Study the following terms from the reading 401-406; then construct a chart or diagram which shows the relationships of this social system. Some of the terms are general headings and some may be used more than once; MOST will apply only to one category.

corrupt and worldly	Conditions	Membership	Old Regime
Estates	nobles	serfs	tax exempt
tried in Church courts	First	Second	Third
Clergy	peasants	Bourgeoisie	Manual workers
paid heavy taxes	paid tithes	1% of population	dominated trade,
97% of population	2% of	educated	mfg, and banking
owned productive wealth	population	no political	owned 1/10 of the
revenues from taxes,	paid feudal	power	land
rents, and fees	dues	crowded living	high army/govt.
irresponsible, extrava-	collected	conditions	positions
gant, and thoughtless	feudal dues		
	poorly paid		

World History

Reading: Pages 401-406 Name _____ Hour _____

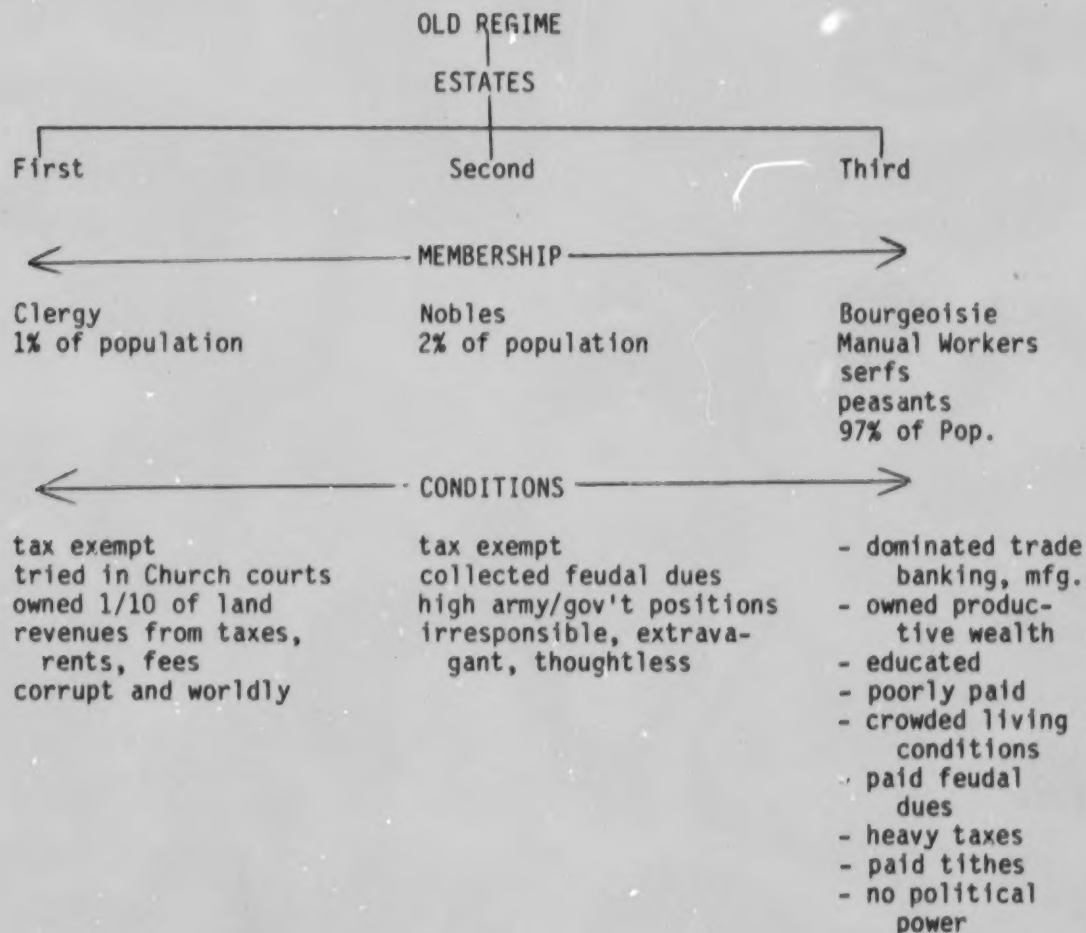
To arrive at an understanding of the French Revolution it is necessary to understand the Old Regime. Study the following terms from the reading 401-406; then construct a chart or diagram which shows the relationships of this social system. Some of the terms are general headings and some may be used more than once; MOST will apply only to one category.

corrupt and worldly
Estates
tried in Church courts
Clergy
paid heavy taxes
97% of population
owned productive wealth
revenues from taxes,
rents, and fees
irresponsible, extrava-
gant, and thoughtless

Conditions
nobles
First
peasants
paid tithes
2% of
population
paid feudal
dues
collected
feudal dues
poorly paid

Membership
serfs
Second
Bourgeoisie
1% of population
educated
no political
power
crowded living
conditions

Old Regime
tax exempt
Third
Manual workers
dominated trade,
mfg, and banking
owned 1/10 of the
land
high army/govt.
positions



OLD REGIME

ESTATE	MEMBERSHIP	CONDITIONS
First	Clergy 1 % of Pop.	Tax Exempt Tried in Church Courts Owned 1/10 of land Revenues from taxes, rents, fees Corrupt and Worldly
Second	Nobles 2 % of Pop.	Tax Exempt Collected Feudal Dues High army/govt. Positions Irresponsible, extravagant, thoughtless
Third	Bourgeoisie	Educated Dominated Trade, Mfg., Banking Heavy Taxes Owned Productive Wealth No Political Power
	Manual Workers	Poorly Paid Crowded Living Conditions
	Serfs	Paid Feudal Dues Paid Tithes

Teacher Mickey Bogart Grade/Class World History
Date Sept. 28 Date to be Presented Sept. 29, 1983

OBJECTIVES(S):

1. Students will formulate lecture notes on the Greek wars after listening to 15-20 minute lecture.
2. Students will be able to discuss in small groups the major points of the lecture.
3. Students will finalize their lecture notes by referring to related text materials.

PROCEDURE: Strategy to be used: Guided Lecture Procedure

1. Give students a purpose for listening by copying the lecture objectives from blackboard or overhead projector. (No more than 4)
2. New terminology to be presented in the lecture is displayed next to the objectives.
3. Students are to put their pencils down and tune in for purposeful listening (30 minutes maximum lecture)
4. Students are then instructed to write down in shorthand form all recalled lecture information. This should be no more than 5 minutes in length.
5. Next have students work in small groups to recapitulate lecture, discussing it, putting their notes in sequential order and making sure it fits with the objectives and new vocabulary. This should be the time when they actually prepare their notes.
The lecturer serves as a guide during this period to help students with questions that arise during group interaction.
6. Students then review notes, add information from text, or write notes in narrative form to build long-term memory. (When students are learning to do this the instructor might have a transparency prepared to place on the overhead with major concepts, pertinent details, and conclusions he expects students to have in their notes.)

MATERIALS NEEDED:

Text
Overhead projector/transparency
Maps of Ancient Greek and Persian Empires

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

If students are able to participate in small group discussion and organize lecture notes with assistance from teacher they have achieved objectives 1 & 2. A follow-up check will need to be made to see that they have finalized notes adding information from text reading.

COMMENTS: (After the presentation)

Students' reaction to this was very positive. They request this procedure frequently because they believe it helps them clarify important points.

TERMS

Darius
Xerxes
Leonidas
Philip II
Alexander
Delian League

Marathon
Thermopylae
Salamis
Peloponnesus
Macedon

Objectives: Guided Lecture Procedure on the Greek War

1. Students will be able to list underlying causes of conflict between Persia and the Greek city-states.
2. Students will list in their notes the major events, outcome, and significance of Persian Wars 500-479 B.C.
3. Students will trace the results of Greek disunity after the Persian Wars which leads to conquest by the Macedonians.
4. Students will assess the conquests of Alexander the Great and the spread of Greek Culture.

READING STRATEGIES FOR HOME ECONOMICS



Mary Jo Harbour
Home Economics Teacher
Manhattan High School

Reading in the Content Areas Practicum

Teacher Mary Jo Harbour Grade/Class Foods (9-12)Date Jan. 26 Date to be Presented Jan. 28, 1982OBJECTIVES(S):

Given a short reading assignment, students will be able to select important concepts and supporting details and organize them into an outline form.

PROCEDURE: Strategy to be used: Guided Reading Procedure GRP

1. Students will be given a pretest the previous day.
2. Teacher will introduce the reading by surveying the class about food service in the town and area. (favorite places to eat, how they differ)
3. Students will read the assignment, trying to remember as much detail as possible.
4. Students will recall information, with less capable students being given first chance.
5. With guidance, students will use the reading material to correct misinformation.
6. Working in small groups, with teacher assistance, students will arrive at an outline.
7. Groups will share their outlines.
8. Teacher will relate this information to the lessons on employer expectations, employee responsibilities, and the upcoming lesson on interviews with food service workers.
9. Post-test later.

MATERIALS NEEDED:

1. Classroom sets of the reading material.
2. Chalkboard
3. Large sheets for outlines, markers for writing
4. Pre-test/post-test

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. Subjective evaluation of participation in listing concepts and participation in group outlining.
2. Test scores.
3. Student reaction to this technique.

COMMENTS: (After the presentation)

Participation was excellent. All were involved. Only 5 did not improve their test scores and some had dramatic improvements (17 scored higher). The test was difficult! Students reacted favorably. Most read the assignment, or acted like they did, and most contributed to the listing.

Teacher Mary Jo Harbour Grade/Class Foods (9-12)
Date March 28 Date to be Presented April 1

OBJECTIVE(S):

1. Given a short reading on table setting and forms of meal service, students will formulate questions to facilitate their understanding.
2. After discussion of each form of service, students will suggest appropriate places/times for that service.
3. The following day, the students will score 75% on a 20 point test over the subject.

PROCEDURE: strategy to be used. Modified ReQuest

1. Drawing on manners filmstrip shown previous day, teacher will prepare students by showing pieces of silverware used for formal dinners, stressing importance of being prepared for meals eaten in more formal settings.
2. Students will be given handout on table setting and forms of meal service.
3. As a large group, they will individually read the section on table setting and participate in a demonstration of the ReQuest technique.
4. The class then breaks into 4 groups and works on one form of service at a time, reading about it, then doing ReQuest procedures with either teacher or aide.
5. Students rotate around room until all 4 forms are completed.
6. Class will come together for final questions.
7. A pop quiz will be given the following day.

MATERIALS NEEDED:

1. Handout on table setting and forms of meal service
2. 4 tables set with appropriate items (or plastic mats with items drawn)
3. Silverware pieces for introduction
4. Questions for aides to use (aides will be trained before that day, during time the students are working on study guides, etc.)
5. Pop quiz over subject

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. Participation in questioning should include most of the class.
2. Ability to suggest places/times to use different forms
3. Scores on test

COMMENTS: (After the presentation)

This went really well and I think I like this method better than any I've used for this lesson. Participation was good and most were able to form good questions and not afraid to ask questions about points they did not understand.

Setting The Table

The space needed for one person is called a "cover" and includes the silver, dinnerware, glassware and napkin. The plate goes in the middle of the cover and about 1 inch from the edge of the table. Silver goes on each side of the plate with the handles lined up 1 inch from the edge. The knife goes to the right of the plate with the cutting edge toward the plate. (Remember it goes on the side you hold it when cutting meat--if you are right-handed!) The fork goes to the left of the plate with the tines up. (Remember this is the side you hold it with when cutting meat!) The spoon goes beside the knife with the bowl up. This is a basic setting. Additional spoons usually go on the right, forks on the left. The butter knife goes across the top of the bread/butter plate. Silver works from the outside toward the plate, in order of use. In other words, if a salad is served as an appetizer, then the forks would be placed salad fork, dinner fork, dessert fork, working from outside toward the plate. The water glass goes at the tip of the knife. If another beverage glass is used, it goes to the right of the water glass. Coffee cups go on saucers to the right of the spoon. The handle should be in a convenient place for grasping it.

The napkin may be placed in any one of several places. The customary place is to the left of the forks. Another place is in the center of the plate. Some cafes like to make a fancy fold and place the napkin above the plate, to the left of the water glass. Loose-edged corner goes to the lower right-hand side.

If a separate plate is needed for salad, this goes to the left of the forks or to the left of the napkin if it is placed there. A bread and butter plate goes above the forks.

Serving Buffet Style

Remember the dinner you served in December when teachers were your guests? That was served "buffet style". The table(s) may be set with everything but the plates, or may have only water glasses, centerpiece, and salt/pepper. Use whatever works well for your menu or serving area. Guests move past the serving table and serve themselves. The serving table should be set up for convenience of the guests and your menu. When guests have finished the main course, they may clear their own places if it is informal; the host/hostess or a server will clear the places if it is formal.

The buffet table should also be cleared before dessert is served if the dessert is to be served from the buffet table. If dessert is to be served "plate style" (see below), then the buffet table may not be cleared if the hostess is short of help.

Serving Family Style

This style of serving is also called "country style" and "American style". It is very informal and is widely used across the United States. The table is set with plates and all silver and glassware at each cover. The food is placed in serving bowls which may be on the table when the guests are seated or which may be brought to the table just after the guests are seated.

The food is passed around the table with each person serving themselves. The passing usually moves to the right. The person who first picks up a serving bowl should pass it to the person on the right for the first serving, never taking the first serving themselves.

When the main course is finished, the serving dishes are removed first, along with their silver. Then the salt/pepper and any condiments. The individual covers are then cleared, starting with the female guest of honor and ending with the host. The clearing is done from the left so the dishes may be stacked in the right hand (behind the guest) so that two places may be cleared before going to the kitchen. Beverage may be left on the table if none will be served with dessert. Dessert silver may also be left on the table.

Dessert may be passed at the table, although most prefer serving it plate style.

Serving Plate Style

This style of serving is also called "Blue Plate Style" and "Russian Style". It takes the "plate" from the manner of serving in most cafes. It is considered a formal method of serving and usually requires a servant to do the serving. Occasionally it is used for only one or two courses of an informal meal, with the remainder being served either family style or compromise (see below).

The table is set with everything except the plates at each cover. There are no serving dishes but there may be a bread basket and salt/pepper or condiments. Plates are served in the kitchen and brought to the table by the server or the hostess after the guests are seated. Salad may be on separate plates on the table when seated or may be served from the kitchen. The female guest of honor is served first, then the male guest of honor, and finally the hostess and the host.

After the main course, the table is cleared, starting with the female guest of honor and proceeding in the same order as they were served. If there are many guests and little help, it is permissible to return from the kitchen with the desserts for the two places just cleared, serve them, then proceed to clear the next 2 covers.

Serving Compromise Style

This style of serving is also called "English Style" and some authorities call it "family style" although most of us would agree that it is not what we call "family style". Most people would consider this a formal method of serving. It is widely used in the U.S.

The table is set with silver and water glasses at each cover. Plates are stacked at the host's place while cups/saucers (or beverage glass) and salad plates are stacked at the hostess's place. Serving dishes are placed so the host can serve the meat and vegetables and the hostess can serve the beverage and salad. Bread is usually passed. The order of serving depends on the number at the table, but in class this order will be used: guest of honor, server, hostess (host) and host (hostess).

When the main course is finished, the serving dishes and silver are removed, along with the salt/pepper and condiments. Then individual covers are cleared, in the order they were served.

Dessert is then placed before the hostess with plates (or other containers) for serving. If there is to be coffee served with the dessert, then the host serves the dessert while the hostess serves the coffee. The order served is the same as stated above. If preferred, dessert may be served from the kitchen, plate style.

QUESTIONS FOR THE "RE-QUEST" EXERCISE

1. What are some other names for this style of service? Why are they called this?
2. How is the table set when the guests are seated?
3. Who does the serving? When would this vary?
4. Who does the clearing? Why would this vary?
5. What is cleared before the dessert is served?
6. How is the dessert served?
7. What other times/places would be good for this type service?

Specific questions for specific services:

BUFFET: Why should the buffet table be cleared before putting out the dessert?

Why does the table setting vary from "everything except plates" to "nothing except water glasses, etc."

FAMILY: Why would a hostess select this method serving when it is so informal?

Why would it be preferred to serve dessert plate style?

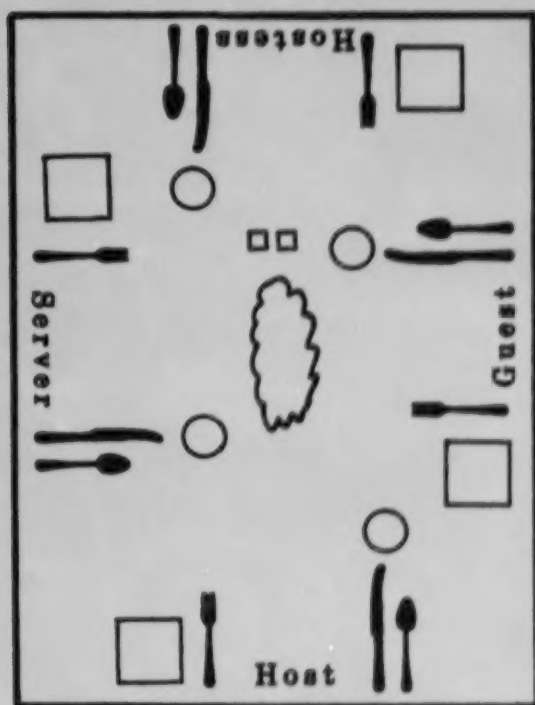
PLATE: What advantages does plate service offer?

What courses might be served plate when the rest of the meal is served family?

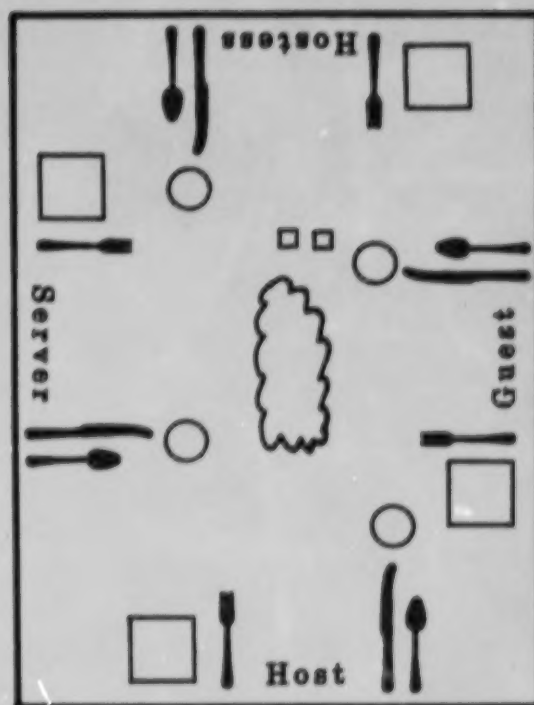
COMPROMISE: What desserts would not work well with compromise service?

How can the host/hostess indicate whose plate they are handling?

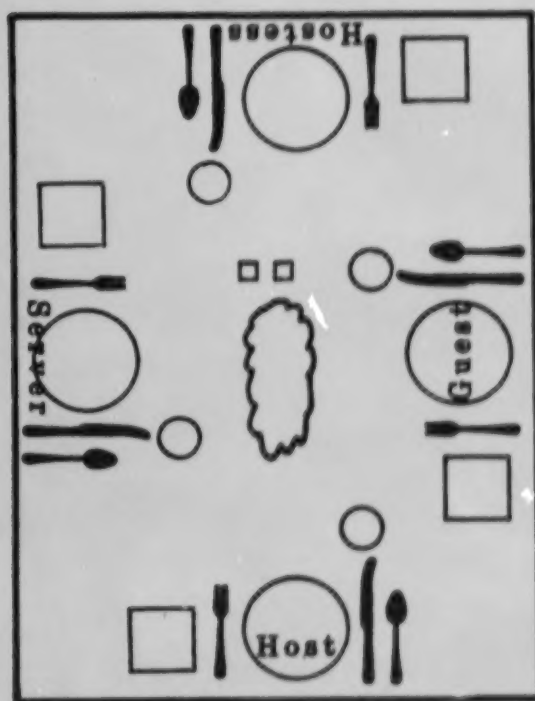
Mats showing 4 forms of service



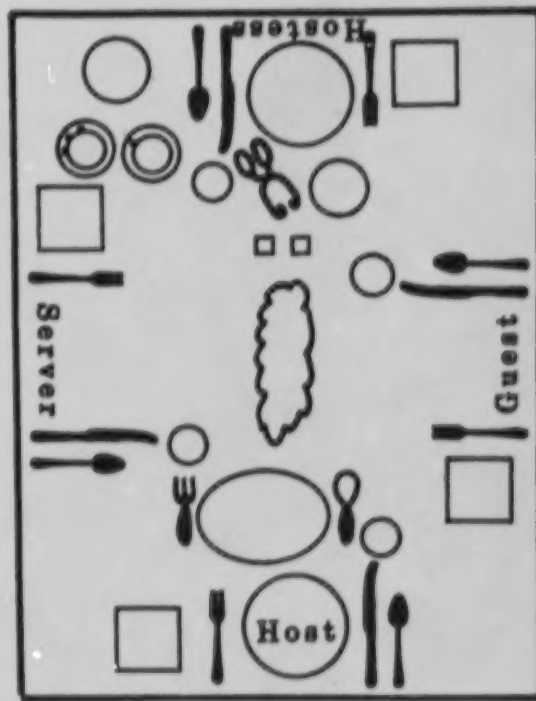
Blue Plate



Buffet



Family



Compromise

MATCHING: A=family style B=buffet style C=compromise style D=plate style

- ___ 1. Guests move past the table and serve themselves.
- ___ 2. Food is passed around the table and each person serves themselves.
- ___ 3. Food is arranged on each person's plate in the kitchen, then served to each person.
- ___ 4. Host serves main dish and vegetables; hostess serves salad and drink.
- ___ 5. Table is set with plates at each person's place when guests are seated.
- ___ 6. Table has only water glasses, salt and pepper, and centerpiece on it when guests are seated.
- ___ 7. Plates are in front of host when guests are seated.
- ___ 8. Guests may clear their own places when this is informal.

TRUE/FALSE: Use + and o

- ___ 1. In most cases the female guest of honor is the first person served.
- ___ 2. The first thing cleared from the table is always the cover for the guests.
- ___ 3. When clearing the table after the main course, it is proper to leave the water glass and the dessert silver on the table.
- ___ 4. Dessert may be placed before each person by the server, or it may be served in the same manner as the rest of the meal.
- ___ 5. Serving and clearing should be done from the right-hand side of the person.
- ___ 6. It is OK for the dessert to be on the table when the guests are seated.

Draw one cover (a single place setting) and show the location of the following: (use numbers to identify items)

- | | | | |
|----------------|----------|-----------------|------------------------------|
| 1. Plate | 4. Knife | 7. Butter knife | 10. Napkin (only 1 position) |
| 2. Water glass | 5. Fork | 8. Salad fork | 11. Salad plate |
| 3. Coffee cup | 6. Spoon | 9. Dessert fork | 12. Bread/butter plate |

Reading in the Content Areas Practicum

Teacher Mary Jo Harbour Grade/Class Foods (9-12)Date March 28 Date to be Presented April 6OBJECTIVE(S):

1. During a lecture/discussion, students will take notes on main points.
2. Working in groups, students will determine main points and organize them.
3. Given a 3-level study guide, students (80%) will complete it accurately.

PROCEDURE: strategy to be used. Combination 3-level guide and Directed Listening Activity

1. Teacher sets purpose for listening by explaining the need for rules during meal unit, asking students to make notes only of major rules, not every detail.
2. Students listen, taking notes as needed.
3. Students divide into groups of 3 or 4 and put together a list of rules for meals.
4. Students complete the 3-level study guide.
5. Teacher and class discuss the guide and clear up any questions.

MATERIALS NEEDED:

1. Paper and pencils for notes
2. Teacher's list of rules
3. 3-level guide

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. Notes taken by students
2. Participation during group work
3. Completion of study guide

COMMENTS: (After the presentation)

Several students commented that they liked this better than reading the rules themselves. They had fun arguing over the points and during the class discussion. I have already heard several students reminding those who were absent that what they are doing is against the rules for this unit, or reminding them to do whatever needs doing for points.

MEAL PROJECT GUIDELINES

NAME _____ HR _____

1. You will plan, prepare and serve 4 meals. You must do make-up if absent. There is no make-up for unexcused absences or for suspensions unless you are in learning lab.
2. You must be here planning day in order to eat on serving day. If you know ahead that you will be gone (doctor, dentist, track, etc.), you may want to give Harbour notice on a recipe card and we will see that you are planned into the meal. That way you have only to do make-up for planning day.
3. Each person in the group must have a turn at each job. There can be no more than 3 people in each group. You will be penalized if you do not work each job. You will do one job twice, since there are 3 jobs but 4 meals.
4. Each person is responsible for doing their own job and will be graded on that. If there is a severe problem with this, talk to Harbour at once about what to do.
5. Your grade includes how well you do your jobs, your manners, and the manners of the guest.
6. Your group must have a guest at 2 meals. You get extra credit if there is a guest at 3 or 4 of the meals. You may invite other students, teachers, staff, parents, etc. Students must have a permission slip signed by their teachers. The host must get one permission slip, have me sign it, get it to the guest, who takes it to their teacher THE DAY BEFORE THE MEAL. Teachers have the right to refuse to let a student miss class for the meals.
7. Guests should arrive at class about serving time, not at the beginning of the hour. Guests should leave foods class as soon as the meal is over so the group can get cleaned up and out of the class on time.
8. You must serve one meal "compromise style". The other 3 meals must be served by at least 2 other styles, but you get extra credit if you serve all 4 styles.
9. It will be to your advantage to have the same 3 people in your group each time, but it is not required. This is the time to apply peer pressure to friends who like to cut foods class. If they aren't here, you can't cook with them.
10. Time schedules must allow time to prepare, eat, clean up, etc. I dislike writing passes and it fouls up the next hour when you are still in here. Your grade will show it if you aren't out on time. In addition, if I get complaints from the next hour's teacher, I may have to take more stringent steps.
11. You must include 2 cups of milk in each meal (even the menu planning exercises). There are some substitutes if you will talk with me.
12. No cookbooks in the units on preparation/serving days. You must have recipe cards or package directions for everything.

13. Your time schedule must be written out during planning day. It must also be turned in on serving day or you will lose points for it being late. It is an inconvenience to me to have to grade work late.
14. Your budget for the meals will be \$2.25 for a group of 3 per meal. You may not spend more than this on the first 3 meals. If absent, you are "charged" for the meal (75 cents) just as though you were here. For the fourth meal, you will be given the amount to spend based on what you had left from the first 3 meals.
15. You lose points for doing other people's jobs, overspending the budget, not meeting requirements, using unsafe techniques, wasting energy, and asking unnecessary questions.
16. No questions will be judged unnecessary on planning day. That is the day to ask any questions about anything. You may ask the aides questions anytime.
17. You may not get equipment/supplies/tools from another unit. If it isn't in your unit, you must do without it or find another substitute. This place must be kept in some semblance of order so other classes can use it successfully. The only exception will be special equipment and dishes that are checked on preparation day.
18. Do NOT use any of the Corelle dishes to store your cooked food. Other classes need these. If you need help finding something to hold cooked food, ask Harbour or an aide.
19. Serving day must be quiet and orderly.
20. You may work in different units if you wish so that you have the experience of working with different dishes. Just talk to the group working where you would like to work and get them to trade for one meal.

MAKE-UP FOR MISSED DAYS DURING MEAL PREPARATION:

- A. Missed Planning Day: Plan an entire meal to be served at home. Must be done on a time schedule sheet. Parent/siblings may help you. The meal must include one item that is prepared the day before (gelatin, cake, cookies, etc.). The time schedule sheet must include a sketch of the table setting used.
- B. Missed Planning Day due to pre-excused activity (doctor, track, etc.): Plan a menu to include the gelatin, then write out a list of items that must be done the day before if you were going to serve that meal in class.
- C. Missed Serving Day: Draw a table setting to fit the serving method you should have used in class. Then act as server for a meal at home that is served any style EXCEPT family.

All make-up work must show the date you were absent (so I know which meal to give you credit for) and must have a parent's signature with the statement that you did the above work.

REVIEW OVER MEAL GUIDELINES

NAME _____ HR _____ 50

Put an X on the line before each statement you feel can be justified from the lecture and your notes.

- _____ 1. The class will do 4 meals, one a week for 4 weeks.
- _____ 2. If your absence is excused, you may cook with your group.
- _____ 3. There should be 3 people in a group but there might be four if there are extra people.
- _____ 4. If your partner isn't doing the job, you should pitch in and get it done.
- _____ 5. If you want a good grade, you must be prepared, work quickly, have a quiet guest, and use good manners.
- _____ 6. Students in other classes may not be invited to eat with you.
- _____ 7. Guests will be allowed in class for the shortest time possible, just while eating.
- _____ 8. Each meal must be served by a different style of service.
- _____ 9. Working with the same partners each time makes it easier to rotate jobs, plan the work, and get done on time.
- _____ 10. You must stay to clean up your mess, even if it takes part of the next hour.
- _____ 11. You may substitute 2 slices of cheese or 4 tbsp. of peanut butter for the milk in your meals.
- _____ 12. If you run short of time on planning day, you can copy the recipe on preparation day.
- _____ 13. You lose points if Harbour has to grade your meal late because the time sheet was not turned in on time.
- _____ 14. You are allowed \$2.25 per person for the meals.
- _____ 15. You will lose more money by being absent than you would probably spend on the meal.
- _____ 16. Letting the food cook on "high" will cost you points.
- _____ 17. All questions should be asked on planning day.
- _____ 18. If you are missing some equipment, you may go to another unit or the extra cupboard and get the item.
- _____ 19. On preparation day the cooked food should be stored in utensils that will not be needed by other hours.
- _____ 20. Your group may trade units with another group for some of the meals if you want to work with different dishes.

READING STRATEGIES FOR FOREIGN LANGUAGES

Guten
Tag!

Holal

Domo
Arigato

Merci!

Buenos
Dias

Ciao!



Nancy Walker
Foreign Language Teacher
Manhattan Middle School

Teacher Nancy Walker Grade/Class 8th grade French
Date 2-14-83 Date to be Presented Throughout the semester

OBJECTIVE(S):

1. To show students the elements of a conjugated verb form.
2. To show students how to combine a conjugated verb form may be combined with an infinitive.
3. To show the student how to combine a conjugated form (auxiliary verb) and the past participle to form present perfect tense.

PROCEDURE: strategy to be used.

The packet will be used throughout the semester as a reference sheet for the 2 previously introduced present tense families (er-ir). At the same time, there will be advanced notice that a 3rd conjugation is coming (re). The future formed with aller and the passe compose will also be on the overhead so I can show how any verb in the second column may be combined with any verb in the 3rd column.

MATERIALS NEEDED:

1. overhead - transparencies
2. packet

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. Follow up worksheets and quizzes to see if students have understood the theory and can manipulate the forms.

COMMENTS: (After the presentation)

Le Présent

-ER

Subject + Stem + Ending

je	parl	e
tu	chant	es
il	arriv	e
elle	rest	e
on	ferm	e
nous	demand	ons
vous	port	ez
ils	donn	ent
elles	regard	ent

-IR

Subject + Stem + Ending

je	chois	is
tu	gross	is
il	fin	it
elle	jaun	it
on	roug	it
nous	maigr	issons
vous	grand	issez
ils	bat	issent
elles	pun	issent

-RE

Subject + Stem + Ending

je	vend	s
tu	attend	s
il	perd	-
elle	répond	-
on	entend	-
nous	confond	ons
vous	rend	ez
ils	perd	ent
elles	vend	ent

Le futur avec aller

Subject	+	Conjugated form of aller	+	any infinitive
je		vais		parler
tu		vas		faire
il		va		finir
elle		va		etre
on		va		arriver
nous		allons		avoir
vous		allez		choisir
ils		vont		rester
elles		vont		aller

Le passé composé avec avoir

Subject	+	Conjugated form of avoir	+	Past participle
j'		ai		parlé
tu		as		fini
il		a		vendu
elle		a		maigri
on		a		entendu
nous		avons		porté
vous		avez		choisi
ils		ont		fermé
elles		ont		attendu

Reading in the Content Areas Practicum

Teacher Nancy Walker Grade/Class French I - 8th GradeDate 1-31-83 Date to be Presented 2-16-83OBJECTIVE(S):

To integrate old and new vocabulary. I have drawn material from 5 units, including the present one, and have asked that they be placed under an appropriate heading.

PROCEDURE: strategy to be used.

- word sort
- several of the words could be placed under more than one heading. They will need to be able to justify their choices.
- small groups - return to large group at the end.

MATERIALS NEEDED:

vocabulary list
category list

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

If the words are placed correctly, they will have had to know the meaning.

COMMENTS: (After the presentation)

The students really enjoyed the activity, and I feel that they all benefited from it. The following day we returned to small groups to do an open word sort. I had not planned to carry the activity over to the next day, but, in retrospect, I think the return to the activity further reinforced the vocabulary.

WORD SORT

List the words under the place where each activity or object would logically be found. You must put AT LEAST five objects under each heading, and no word may be used more than once. Be able to defend your choices.

le roman
 le prof
 l'athlète
 la jupe
 le petit déjeuner
 regarder
 jouer
 faire une faute
 le jardin
 le maillot
 les livres
 la voisine
 les devoirs
 choisir
 étudier
 faire des achats
 le calendrier
 la pièce
 les sports
 le disque
 le poète
 le copain
 la télé
 samedi soir
 le basketball
 l'auteur
 le cahier
 encore
 faire la vaisselle
 l'auteur
 le cahier
 encore
 faire la vaisselle
 l'argent
 pour maigrir
 le silence
 la gomme

À LA BIBLIOTHÈQUE

AU GYMNASE

AU GRAND MAGASIN

À L'ÉCOLE

AU THÉÂTRE

À LA MAISON

Reading in the Content Areas Practicum

Teacher Nancy Walker Grade/Class 8th grade Spanish
 Date 2-14-83 Date to be Presented week of 2-7-83

OBJECTIVE(S):

1. reinforce question words - who, what, when, where
2. direct students' attention to small vocabulary sections which introduce each chapter.

PROCEDURE: strategy to be used.

1. Vocabulary sections will have been previously introduced and oral questions will have been presented.
2. Use "Herringbone" to get the student to examine the text closely.

MATERIALS NEEDED:

1. Herringbone
2. Text

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. ability to correctly complete the form
2. look for carry over in oral work

COMMENTS: (After the presentation)

The students liked working with the form. It was a break from the standard text/workbook pattern, and they felt it helped prepare them for an oral quiz.

I did not make a standard form for all of the vocab. sections because I felt that beginning students would have too much difficulty determining which questions were "answerable" and which were not. I am not sure that the exercise was worth the time required to prepare the forms.

You are to use the following forms to answer questions about the vocabulary sections on pgs. 155-156 in your text.

1.

¿Quiénes?

¿Qué hacen?

¿Cómo?

¿Cuándo?

¿Qué tienen?

2.

¿Quién?

¿Dónde está?

¿Qué hace?

¿Dónde?

¿Por qué?

3.

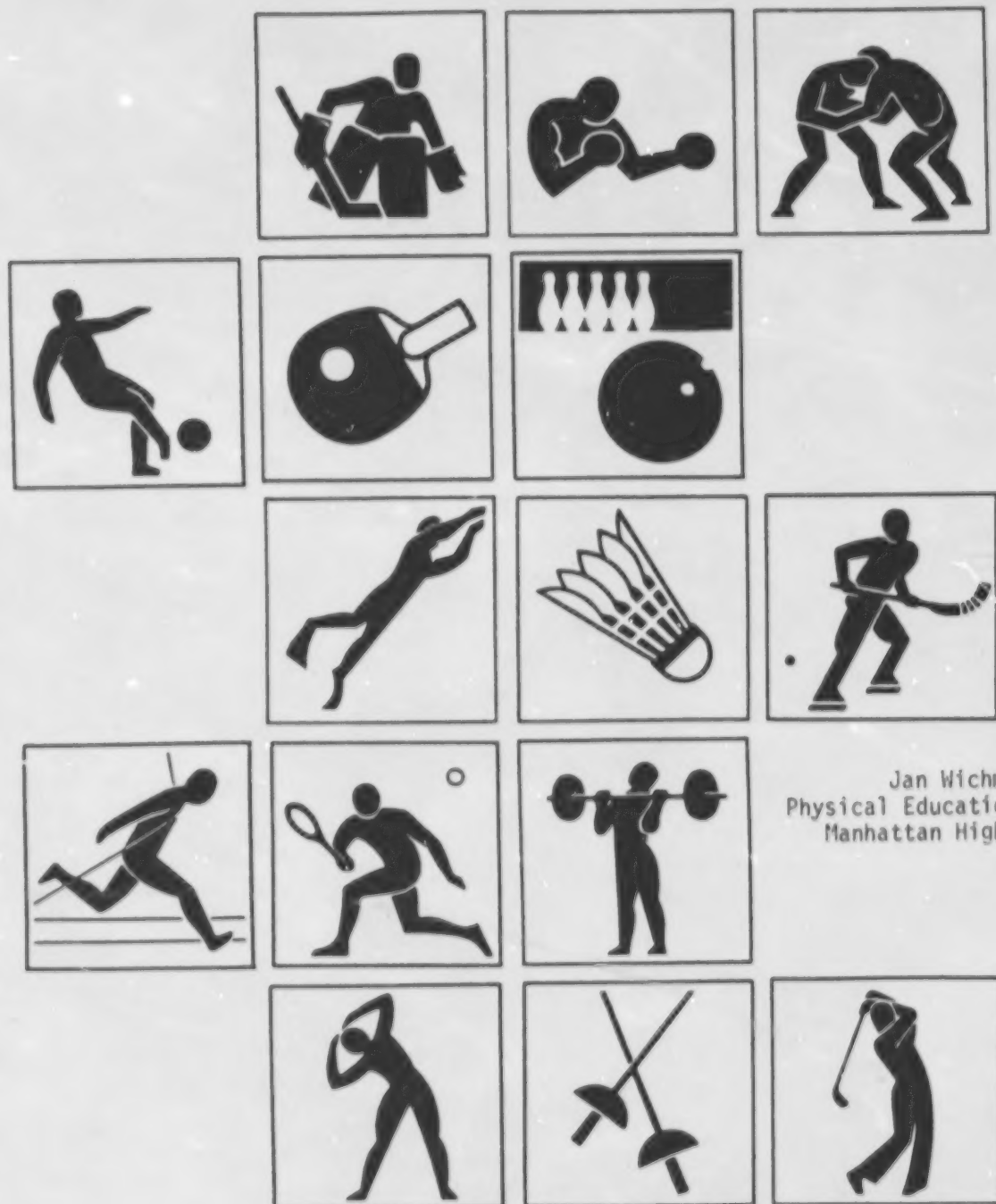
¿Quiénes?

¿Qué hacen?

¿Dónde?

¿Con quién?

READING STRATEGIES FOR PHYSICAL EDUCATION



Jan Wichman
Physical Education Teacher
Manhattan High School

Reading in the Content Areas Practicum

Teacher Jan Wichman Grade/Class Sophomore P.E.
Date 10-1-82 Date to be Presented 11-18-82

OBJECTIVES):

1. To review basketball vocabulary terms for a written test.
2. To use vocabulary words to review rules and procedures of game.

PROCEDURE: Strategy to be used. Word scramble.

Let students select a partner to work with on the word scramble.

Give them 10 minutes to complete the sheet.

As they are working rotate around and assign each group of two a numbered statement that they are responsible for during class presentation.

After 10 minutes bring class back together and have the sets of partners present their number. They have to spell word correctly and read the definition to the class.

Ask questions about terms and their relation to basketball game.

MATERIALS NEEDED:

Word Scramble
Pencils

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. Check during class presentation to make sure they are spelling word correctly and have the proper definition.
2. Discuss each word briefly after presentation. Ask questions of class to determine if they understand its meaning and relationship to game.

COMMENTS:

Each scrambled word is followed by a definition of a word that can be made from the scrambled letters. Read the definition and then unscramble the letters to form a word corresponding with the definition.

BASKETBALL TERMS

1. BBRLDEI : A tactic used to advance the ball by bouncing it to the floor and back to the hand without catching it. _____
2. NOW TASBEK : The basket for which a team is shooting. _____
3. CSNEER : A legal play to prevent or delay an opponent from getting into a desired position. _____
4. EPFE HTOWR : An unguarded throw for the basket from a line 15' from the basket. _____
5. SPAS : Throwing, batting, handing, bouncing or rolling the ball to a teammate. _____
6. OGLA : A ball that passes through the basket from above the rim. _____
7. FOEEFNS : The team in possession of the ball.
8. UFOL : An infraction of the rules that usually results in a free throw. _____
9. IBKNOGCL : A foul involving personal contact that impedes the progress of a player with or without the ball. _____
10. EDSNEFE : The team not in possession of the ball. _____
11. ABKC UCROT : The half of the court that contains the opponents basket. _____
12. VPTOI : A legal tactic in which a player holding the ball steps once or more in the same direction with the same foot. The other foot keeps its initial contact with the floor. _____
13. GVATENIRL : Illegal progress in any direction while retaining possession of the ball.
14. ITE LBAL : Two or more players from opposing teams have their hands firmly on the ball. _____
15. OIVOTIANL : Infraction of the rules for which a team is given the ball out of bounds. _____
16. RGCHGNIA : A foul that results from a player with the ball moving her body into an opponent whose path or position is already established. _____
17. WTORH NI : Putting the ball in play from out of bounds. _____

Reading in the Content Areas Practicum

Teacher Jan Wichman Grade/Class Sophomore
Date 10-1-82 Date to be Presented 8-31-83

OBJECTIVE(S):

1. To review jogging information for a test.

PROCEDURE:

Structured overview (Categories Sheet)
Numbered statement sheet

Divide class into partners to work on category and number sheet (10 minutes).

Bring class back together. Assign each set of partners a numbered statement. They are then responsible to present to class why they put the statement in that category.

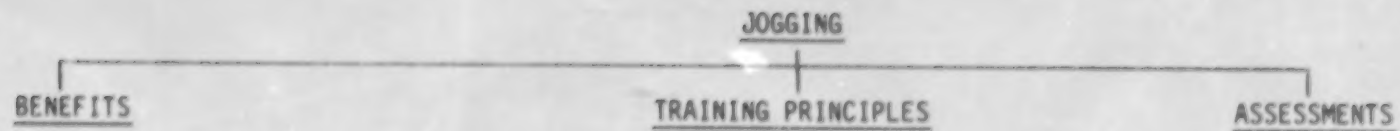
MATERIALS NEEDED:

Overview Sheet
Numbered Statement Sheet
Pencils

EVALUATION:

1. See how many they put in proper categories and why. Determine if they understand information.
2. If they missed one principle a lot, review that area.

1. Your trunk should remain fairly straight when jogging. Do not lean forward as you would for a fast sprint.
2. Use the hard easy principle for jogging. If you jog hard three days a week do mild exercise on the alternate days.
3. Jogging tones muscles, reduces hip and thighs, and firms sagging muscles.
4. When jogging, step farther than your normal walking step.
5. When jogging swing the arms forward and backward; do not swing them across your body. Keep your arms and hands relaxed as well as your shoulders.
6. Jogging improves the heart and lungs by increasing their capacity to handle stress.
7. After exercise it is important to cool down or exercise slower. If this is not done extra blood collects in the limbs and reduces the flow to other parts of the body and you may temporarily become dizzy.
8. The first step in assessing progress is to be completely honest about your effort.
9. Jogging helps build endurance and confidence.
10. The benefits of exercise are directly related to regularity with which it is done.
11. The legs should swing straight forward. Do not let the feet turn out to the side. Misalignment of the feet and legs can cause unnecessary strain on the joints and muscles.
12. The 12 minute run is a good self test for cardiovascular fitness.
13. Jogging improves the legs by slimming and firming them.
14. Warm up is a brief amount of exercise before the more vigorous exercise begins.
15. When jogging you should land on the heel or entire foot, then rock forward and push off with the ball of your foot.
16. Avoid running on hard surfaces; it is easier on your legs and feet.
17. Jogging is free, no special equipment is required, it is quick, and it can be done by young or old.
18. When jogging use the principle of gradual stress: (gradually increasing the amount you do).
19. Jogging is an aid in losing weight. It can help redistribute weight.
20. Threshold of training is the amount of exercise needed to improve fitness. (Discuss in your group the way to determine this.)



Define cardiovascular system:

Define cardiovascular endurance:

Define jogging:

Teacher Jan Wichman Grade/Class 10 girls P.E.
Date Feb. 3, 1982 Date to be Presented Feb. 5, 1982

OBJECTIVE(S):

1. To introduce students to the different kinds of deviant sexual behavior.
2. To introduce ideas and methods of How to avoid being an easy victim of a sex crime.

PROCEDURE: Strategy to be used: Guide-O-Rama

A Guide-O-Rama guide will be used. I will introduce the reading and the guide to the students, setting the purposes for reading and directions for the guide.

MATERIALS NEEDED:

Copies of the printed article
The Guide-O-Rama
Pencils

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

The students will be given a written test at the end of the unit including questions from this reading.

A class discussion will be held after completing the article. We will discuss their answers and their feelings about what they read.

COMMENTS: (After the presentation)

Guide-O-Rama

DON'T BE AN EASY VICTIM

1. Read the first page and determine the main purpose of this page.
2. Read the paragraph entitled EXHIBITIONISM looking for the answers to these questions.
 1. What is exhibitionism?
 2. What is the usual purpose of an exhibitionist?
3. Read paragraph on Avoiding and Reacting looking for these answers.
 1. What type of areas do exhibitionists pick?
 2. Who do they usually pick on?
 3. What is usually the best way to deal with this?
 4. Why should you report this?
4. Read the paragraph on Voyeurism and look for the answers to these questions.
 1. What is a voyeur?
 2. What is their purpose?
 3. What can you do to not make yourself an easy victim of a Peeping Tom?
 4. What should you do if you suspect you are being watched?
5. Read the paragraph on Rape and look for the answers to these questions.

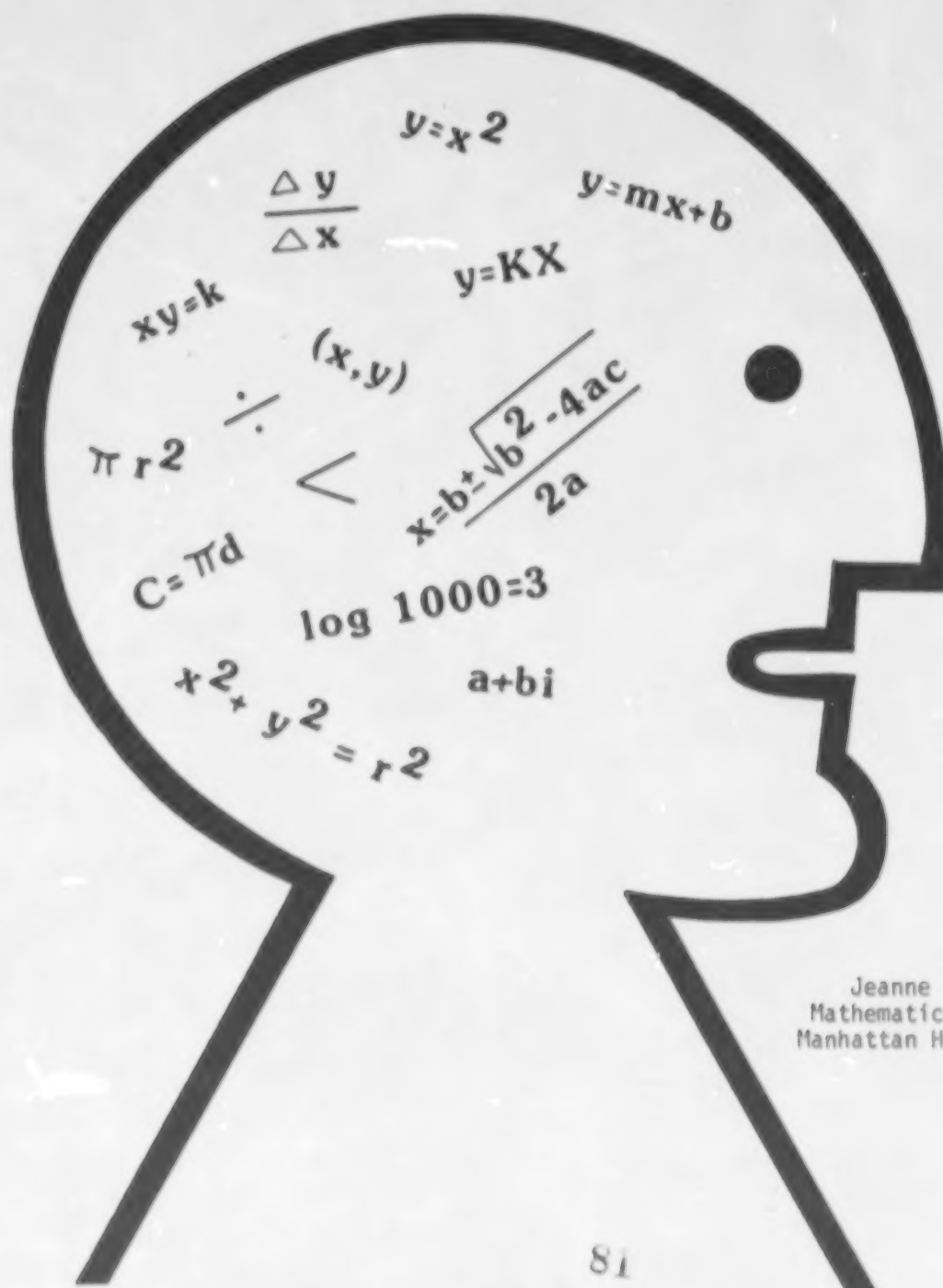
1. The most common place rape occurs.
2. Define rape according to the Journal of Psychology
3. List several occasions when you are very vulnerable to rape.
6. Read the paragraph on Rules on Avoiding Rape and Briefly summarize each of the 12 rules listed.

7. Read the paragraph on Obscene Phone calls and answer the following questions.
 1. Why do people make obscene phone calls?
 2. What should you do when you receive an obscene phone call?
 3. Why should you never speak to an obscene caller?

Summary

Two keys to decreasing your chances of becoming an easy victim.

READING STRATEGIES FOR MATHEMATICS



Jeanne Pohlman
Mathematics Teacher
Manhattan High School

Reading in the Content Areas Practicum

Teacher Jeanne Pohlman Grade/Class Accelerated Algebra II

Date February 2, 1983 Date to be Presented February 10, 1983

OBJECTIVE(S):

1. The students will review the vocabulary words and major concepts of Complex Numbers and Polynomial Functions.
2. The students will retain these definitions and concepts for future use as a result of the Word Puzzle Magic Square.

PROCEDURE: strategy to be used. Magic Square on "Complex Numbers and Polynomial Functions"

1. The Magic Square will be introduced as part of the review of Chapter 9. This will be presented one day before the Chapter Test.
2. I will give it to the whole group. They will work on it individually for about ten minutes. I will then allow them to complete it in small groups for about five minutes.
3. Finally we will discuss each question and I will explain any problem there are questions about.

MATERIALS NEEDED:

1. Magic Square Sheet
1. Regular Textbook

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. The chapter test will contain these vocabulary words and concepts.

COMMENTS: (After the presentation)

In class the students reacted positively. They appreciated having the vocabulary review.

Most of the students did well on the Chapter test.

MAGIC SQUARE: COMPLEX NUMBERS AND POLYNOMIAL FUNCTIONS

Directions: Select from the numbered statements the best answer to each question. Put the number in the proper space in the magic square box. The total of the numbers will be the same across each row and down each column.

PROBLEMS

- A. Pure imaginary number
- B. Complex Number
- C. Imaginary unit
- D. The graph of a quadratic function
- E. $y = a(x-h)^2 + k$ $a \neq 0$
- F. (h,k)
- G. $x = h$
- H. Factor Theorem
- I. Whenever r is a root of the polynomial equation $P(x) = 0$, $P(x) \div (x-r)=0$ is called the _____.
- J. Every polynomial equation with complex coefficients has at least one root.
- K. The process of approximating a value of $P(x)$ in estimating real roots by using a line segment is called _____.
- L. $-2x^2 + 8x - 5$
- M. $x^2 - 4x + 2 < 0$
- N. $x^2 - 4x + 2 \geq 0$
- O. The real numbers are a subset of these numbers.
- P. Vertex of Parabola

ANSWERS

- 1. $\left(-\frac{b}{2a}, -\frac{b^2-4ac}{4a} \right)$
- 2. $14 + 6i$
- 3. i
- 4. Solution set will be found between the roots of the related equation
- 5. General equation for a parabola
- 6. Linear Interpolation
- 7. Fundamental Theorem of Algebra
- 8. Over the set of complex numbers, $x-r$ is a factor of a polynomial if and only if (iff) r is a root of $P(x) = 0$.
- 9. Depressed Equation
- 10. Axis of symmetry of parabola
- 11. Vertex of parabola
- 12. Extreme value of this function is a maximum
- 13. Parabola
- 14. $x < 2 - \sqrt{2}$ or $x > 2 + \sqrt{2}$
- 15. Complex
- 16. 71

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

Directions: Select from the numbered statements the best answer to each question. Put the number in the proper space in the magic square box. The total of the numbers will be the same across each row and down each column.

PROBLEMS

- A. Pure imaginary number
- B. Complex Number
- C. Imaginary unit
- D. The graph of a quadratic function
- E. $y = a(x-h)^2 + k$ $a \neq 0$
- F. (h,k)
- G. $x = h$
- H. Factor Theorem
- I. Whenever r is a root of the polynomial equation $P(x) = 0$, $P(x) \div (x-r) = 0$ is called the _____.
- J. Every polynomial equation with complex coefficients has at least one root.
- K. The process of approximating a value of $P(x)$ in estimating real roots by using a line segment is called _____.
- L. $-2x^2 + 8x - 5$
- M. $x^2 - 4x + 2 < 0$
- N. $x^2 - 4x + 2 \geq 0$
- O. The real numbers are a subset of these numbers.
- P. Vertex of Parabola

ANSWERS

- 1. $(-\frac{b}{2a}, -\frac{b^2-4ac}{4a})$
- 2. $14 + 6i$
- 3. 1
- 4. Solution set will be found between the roots of the related equation
- 5. General equation for a parabola
- 6. Linear Interpolation
- 7. Fundamental Theorem of Algebra
- 8. Over the set of complex numbers, $x-r$ is a factor of a polynomial if and only if (iff) r is a root of $P(x) = 0$.
- 9. Depressed Equation
- 10. Axis of symmetry of parabola
- 11. Vertex of parabola
- 12. Extreme value of this function is a maximum.
- 13. Parabola
- 14. $x < 2 - \sqrt{2}$ or $x > 2 + \sqrt{2}$
- 15. Complex
- 16. 71

A 16	B 2	C 3	D 13
E 5	F 11	G 10	H 8
I 9	J 7	K 6	L 12
M 4	N 14	O 15	P 1

Teacher Jeanne Pohlman Grade/Class Algebra IIDate February 10, 1983 Date to be Presented February 16, 1983OBJECTIVE(S):

1. The student will review the vocabulary words of the chapter on Logarithms.
2. The student will retain these meanings for future use as a result of the Word Puzzle.

PROCEDURE: Strategy to be used: Word Puzzle

1. The word puzzle will be introduced as part of the review of Chapter 10.
2. Each student will receive a Word Puzzle. They will work it independently for about 15 minutes.
3. Finally we will check the papers in class and I will take a homework grade on them.

MATERIALS NEEDED:

1. Word Puzzle
2. Regular Textbook

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. Each student should get at least 90% on the puzzle.
2. The chapter test will contain these vocabulary words.

COMMENTS: (After the presentation)

Over 90% of the students made perfect papers. Most of those who didn't speak English as a second language



Directions: Look at the definitions below. Think of a word that has the same number of letters as spaces provided and has the given letter in the position indicated. Write the word on the blanks.

1. A method for finding the logarithm of a number when the mantissa cannot be read directly from the table.
2. If interpolation is not used but the mantissa is not found in the table, you can _____ to find the answer.
3. When a logarithm is known and you want the number, the reverse process is called _____.
4. To multiply numbers using logarithms, _____ the logs.
5. In $\log_2 16 = 4$, 16 is called the _____.
6. To solve an _____ that has one or more exponents as a variable, use three basic steps.
7. Most of the logarithms in the table are approximations for _____ numbers.
8. In the number, $\log 3.4122$, 3 is called the _____.
9. In the number, $\log 3.4122$, .4122 is called the _____.
10. In $\log_5 125 = 3$, 5 is called the _____.

I N T E R P O L A T I O N
R O U N D
A N T I L O G A R I T H M
A D D
N U M B E R
E Q U A T I O N
I R R A T I O N A L
C H A R A C T E R I S T I C
M A N T I S S A
B A S E

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Teacher Jeanne Pohlman Grade/Class Accelerated Algebra II

Date February 18, 1983 Date to be Presented February 25, 1983--Hour 2

OBJECTIVE(S):

1. The student will review concepts and vocabulary on conic section.
2. The student will retain these meanings for future use as a result of the Word Sort and follow-up discussion.

PROCEDURE: strategy to be used. Closed Word Sort followed by a Structured Postview

1. The word sort will be used as a review of the conic sections. I will explain the procedure that we will use and pass out the word sort sheets.
2. The students will work in groups of 3 or 4 and place the words and equations in the correct columns. They will then arrange the terms together within each category. There will probably be some variation among groups for the within category groupings.
3. We will discuss the answers in a whole class discussion at the end of the period. I will place the answers on the chalkboard in a form of Structured Postview.

MATERIALS NEEDED:

1. Regular Textbook
2. 2 page Worksheet

EVALUATION: How can I determine whether I have reached my goals with this presentation? Was the strategy effective?

1. I will evaluate how well students are able to complete the worksheets as they work in small groups. I will continue this evaluation as we answer the exercise at the chalkboard.
2. A second evaluation will occur when the test over the material is given.

COMMENTS: (After the presentation)

The following terms and equations are taken from the sections on Circles, Parabolas, Ellipses, and Hyperbolas. Place each term or equation under at least one of these four categories. Some may fit more than one category. Next, within each category arrange the terms together which fit together.

1. the set of points in a plane each of which is the same distance, called the radius, from a fixed point, called the center.
2. the set of points in a plane such that the sum of the distances of each point from two fixed points is a constant.
3. the set of points such that for each point the absolute value of the difference of its distances from two fixed points is a constant.
4. the set of points in a plane each of which is the same distance from a fixed point, called the focus, as it is from a fixed line called the directrix.
5. Plane oblique to the axis, cutting one nappe.
6. Plane parallel to an element.
7. Plane perpendicular to the axis, cutting one nappe.
8. Plane cutting both nappes.

9. center
10. radius
11. focus
12. directrix
13. foci
14. major axis
15. minor axis
16. asymptotes
17. vertex

18. transverse axis
19. conjugate axis

20. $(x-h)^2 + (y-k)^2 = r^2$
21. $y = a(x-h)^2 + k$
22. $x = a(y-k)^2 + h$
23. $x=h$
24. $y=k$
25. (h,k)
26. axis of symmetry

$$27. \frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$$

$$28. \frac{x^2}{b^2} + \frac{y^2}{a^2} = 1$$

29. has x intercepts a and -a and y intercepts b and -b.
30. has x intercepts b and -b and y intercepts a and -a.

$$31. \frac{x^2}{a^2} - \frac{y^2}{b^2} = 1$$

$$32. \frac{y^2}{a^2} - \frac{x^2}{b^2} = 1$$

33. intercepts only on x axis

34. intercepts only on y axis

$$35. y = \frac{b}{a} x$$

$$y = \frac{-b}{a} x$$

$$36. y = \frac{a}{b} x$$

$$y = -\frac{a}{b} x$$

$$37. x^2 + y^2 + Dx + Ey + F = 0$$

Page 2

CIRCLE

PARABOLA

ELLIPSE

HYPERBOLA

CIRCLE

The set of points in a plane each of which is the same distance from a fixed point.

Plane perpendicular to the axis, cutting one nappe

$$(x-h)^2 + (y-k)^2 = r^2 \text{ (Standard Form)}$$

center (h,k)

radius r

$$x^2 + y^2 + Dx + Ey + F = 0 \text{ (General Form)}$$

PARABOLA

The set of points in a plane each of which is the same distance from a fixed point, called focus, as it is from a fixed line called directrix.

Plane parallel to element

$$y = a(x-h)^2 + k$$

$x = h$ axis of symmetry
(h,k) vertex

$$x = a(y-k)^2 + h$$

$y = k$ axis of symmetry
(h,k) vertex

ELLIPSE

The set of points in a plane such that the sum of the distances of each point from 2 fixed points called foci is a constant. Plane oblique to axis, cutting one nappe.

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$$

Has x intercepts a and -a and y intercepts b and -b

x is major axis
y is minor axis

$$\frac{x^2}{b^2} + \frac{y^2}{a^2} = 1$$

Has x intercepts b and -b and y intercepts a and -a.

y is major axis
x is minor axis

HYPERBOLA

The set of points such that for each point the absolute value of the difference of its distances from the fixed points is a constant.

Plane cutting both nappes. Graph lies entirely within lines called asymptotes.

Origin called center.

Intersection with axis called vertices.

Intersects transverse axis. Does not intersect conjugate axis.

$$\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1 \quad x \text{ axis}$$

$$y = \frac{b}{a}x \quad y = -\frac{b}{a}x$$

$$\frac{y^2}{a^2} - \frac{x^2}{b^2} = 1 \quad y \text{ axis} \quad y = \frac{a}{b}x \text{ or}$$

$$y = -\frac{a}{b}x$$

CONCLUSIONS:
A FRAMEWORK
FOR A
TOTAL THRUST
SECONDARY
READING
PROGRAM

Elizabeth Ince
Reading Specialist
Manhattan High School

Conclusions

Elizabeth Ince
Reading Specialist
Manhattan High School

The Manhattan High School Content Area Reading Staff Development Program was initiated in late Fall 1979. Initially eleven teachers were selected for participation. A cross section of content areas was desired and the eleven teachers selected represented English, social studies, science, business, home economics, math, and foreign language. The second group of ten participants represented English, social studies, home economics, science, math, and physical education. The third group encompassed the content areas of English, foreign language, math, learning disabilities, social studies and physical education. To date thirty-five staff members have completed the staff development program.

Selection of all participants has been on an invitational basis from the Content Area Reading Steering Committee, which is composed of two content teachers, the reading specialist, and the principal. An attempt to incorporate all content areas is a high priority. Areas still to be incorporated are industrial arts, art, and music. The reading teachers also participated in the program by taking the first semester course.

The Content Area Reading Staff Development Program has one reading specialist who serves as the project coordinator and her room is the resource room and the focal point for the staff development program.

Within the resource room a variety of materials are available to the content teachers. First and foremost is the availability of the reading specialist herself for consultation and specific assistance as each content teacher desires. Successful rapport, developed by the reading specialist

with the school faculty, is a requirement for a successful staff development program in reading. The reading specialist must be willing to give of her time for the program to succeed.

The reading specialist's room secondly houses a resource file of some 200 articles on reading. These articles are classified under the following headings: specific content areas, instructional formats such as cloze and SSR, study skill strategies, vocabulary strategies, learning centers, diagnosis, readability, general content programs, attitudes and interests, reading programs, and general reading. All the articles come from professional journals. The teachers have direct access to these articles and thus use them extensively.

Also housed in the reading specialist's room are the lesson plans developed by each teacher during the practicum. These plans not only list the objectives and materials needed but also include the content teacher's comments on the successfulness of the lesson. Invaluable ideas are shared through these plans.

To augment the developmental reading that takes place in the content classrooms of those teachers who have participated in the staff development program are three specialized reading courses taught by the reading specialists. The first course, Reading Lab, is a semester remedial course required by school district policy of all ninth and tenth grade students falling below the reading competency level as determined by the Tests of Achievement and Proficiency. The course attempts to teach the students at the level where they are succeeding and move them upward always tying the skill improvement to the students' content classes as totally as possible.

A developmental course of nine weeks is one unit of the tenth grade English course. It is called Sophomore Reading. The course's specific objectives are: 1) to establish the use of efficient reading rates for different content materials; 2) to teach vocabulary deemed important in required eleventh and twelfth grade subjects; 3) to allow a diversity of reading experiences; and 4) to emphasize reading as a recreational activity.

The third course, Power Reading, is a semester course for the upper classmen desirous of post secondary education. It is designed to provide practice in college reading and the study skills necessary for success at the post secondary level.

These courses strengthen the efforts the content teachers are making and combine for a total thrust reading program at the high school.

To accomplish such a total thrust reading program cooperation with all levels of the district school system and with Kansas State University was required. The Board of Education and the superintendent designated basic skills as a priority for the school system. The high school and middle school principals encouraged teacher involvement in the staff development program and supported the growth of the specialized reading programs. The school district provided classroom space, released time for the reading specialist, and tuition for the participating teachers. The funding for the program came from various sources including: district inservice funds, Title IV C funds, a block grant, and teacher center funding until its demise last July.

Kansas State University assigned an instructor for the courses and cooperated on all the data analysis.

To facilitate such a program as Manhattan's, a school district would need the following components:

1. A school district's commitment to bettering students' reading skills.
2. A school administration supportive of a total thrust reading program.
3. A reading specialist dedicated to content area reading.
4. Funding of about \$3,000 per year.
5. A post secondary institution willing to provide the trained personnel for the staff development program.

A school district undertaking such a program could expect several benefits from such a program including, but not limited to:

1. Teacher's excitement about using new teaching strategies.
2. Students' positive reception to the strategies used in the content classroom.
3. Increased scores on standardized tests and college entrance tests.
4. Increased favorable student attitudes toward reading.
5. Better understanding by teachers of other teachers' disciplines.
6. Socialization amongst various content area teachers where little existed before.
7. Significant data collection and tabulation to support such a program.

The content teachers present and their enthusiasm and dedication to content reading should be viewed as the final evaluation that a content area reading staff development program can, and indeed does, reap benefits for all involved.

"END OF DOCUMENT"